



GENERAL LANGUAGE

A SERIES OF LESSONS IN GRAMMAR, WORD
STUDY, AND HISTORY OF THE ENGLISH
LANGUAGE FOR JUNIOR HIGH SCHOOLS

By

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The English language . . . by sheer making havoc of all old phonetic laws and by the loss of all flexions has acquired a great force and power, such as is found perhaps in no other human language. Its wonderfully happy structure resulted from the marriage of the two noblest languages of Europe; therefore it was a fit vehicle for the greatest poet of modern times, and may justly claim the right to be called a world's language.

—JACOB GRIMM

A PREFATORY STATEMENT FOR TEACHERS

The purpose of this course in General Language is to provide in the junior high school a better foundation for the study of foreign languages, classic and modern, and for the work in English in the later years of the high school. For this purpose the lessons comprise:

1. A history of the development of language from the Anglo-Saxon speech of the tribes about the Elbe River down to our own times.

2. Extensive lessons in the history, derivation, and building of words.

3. Such fundamental material in grammar as is common to all languages and essential to understanding and using English.

4. Readings suggested by the historical lessons, and related to the imaginative ideas and beliefs with which English and other literatures are permeated.

5. A variety of composition suggestions to provide practice in connected speech and writing.

All the lessons in this book have been tried out in a considerable number of schools, and the manuscript has undergone drastic revision on the basis of criticisms received. Both the authors have themselves taught the entire series of lessons in classes in the Wisconsin High School of the University of Wisconsin. On the basis of these various tests they believe that the lessons are best fitted to eighth-grade classes in the public schools, or to seventh-grade classes of pupils of particularly

good endowment and training. Thus in a junior high school General Language is valuable as a preliminary to the beginning of Latin or a modern language in the ninth grade. In high schools organized on the four-year plan it can be given concurrently with the beginning of foreign-language study. To fit the need of schools in which this book is used in the ninth grade, additional grammar topics have been supplied in Appendix V.

With the answer book the text may be used for individual instruction, so that each pupil may proceed at his own pace until he is ready for a test over a considerable section of the work. Each pupil may work ahead, check his answers carefully by the keys or the dictionary, and appeal for help only when he is at a standstill. There is no temptation to cheat, and there is a sure penalty for carelessness; for success is measured by the final tests, and only thorough work will prepare adequately for these. The teacher is of course free to make as much or as little as he pleases of this feature of the book. It is a notable saver of energy in recitation or correction of papers. Properly guarded, it develops initiative and breaks the lock-step or "convoy" system in school; and it frees the better students for reading, doing other fruitful work, or helping fellow pupils. Ample provision for work by the class all together is provided (1) in the discussion problems of the early chapters and in discussing outside reading, (2) in many of the optional problems, (3) in the mythology lessons, and (4) in the reading and criticism of themes.¹

The Teacher's Guide to General Language suggests helps in making the subject vivid and alive, provides answers

¹This whole problem is thoroughly discussed in the *Twenty-fourth Yearbook of the National Society for the Study of Education*, Part II. Public School Publishing Company, Bloomington, Illinois, 1925.

for the test problems, and discusses further the place and use of this course in junior high schools.

In some schools this course has been given by teachers of English, in others by teachers of foreign language, with very satisfactory results in both cases. When the work is done in the department of English, an average of at least two hours a week, and often more, should be given to additional training in the fundamentals of composition and to further reading and discussion of literature. Where the course is given in a language department the composition training and much more literature reading may be carried on in separate English classes.

The basic idea about which this course is organized is the presentation of a core of *essentials for mastery*.¹ For the carrying out of this idea certain problems and assignments in every lesson are proposed as essentials, and every pupil who is given a passing grade in the course should be held to mastery of these basic points—mastery with a grade of Excellent (93–100 per cent). In order to make sure that pupils secure such mastery, those who do not make a grade of Excellent the first time are provided, particularly in grammar, with a large supply of supplementary material, so that additional drill may secure genuine mastery. For the pupils who do not need this drill, on the other hand, but are capable of going out into broader fields and attempting new difficulties, optional problems and reading suggestions are provided in abundance. In general, those pupils who master only the minimum essentials will be given no higher grade than Fair (usually 75–85 per cent) in the course; those who do additional optional problems in such a way as to show a thorough mastery of the essentials will

¹See H. L. Miller and Dorothy Johnson, "Directing Study for Mastery," *School Review*, December, 1922

earn grades of Good (85-93 per cent) or Excellent (93-100 per cent) for the entire course.

The theme assignments may be optional or required, as the teacher desires; as was suggested, this may depend in a large measure on whether the book is used in an English or a foreign-language class. Many teachers will, of course, prefer to substitute theme assignments and problems of their own, and the book is organized to make this easily possible.

The authors are particularly indebted to the editors of *Vanity Fair* for courteous permission to include Mr. G. K. Chesterton's "Songs of Education: I. History," and to Messrs. Longmans, Green and Company for the right to reproduce two of the excellent *Longmans' Historical Illustrations* from the group "England in the Eleventh Century." To Miss Bernice Oehler, who has vivified many places in the text by her distinctive and humorous illustrations, their obvious debt is very sincerely acknowledged.

To many teachers who used the book in manuscript form and gave it the benefit of careful criticism, the authors are also deeply indebted—most of all to Miss Calla Guyles, of the Department of Latin in the University of Wisconsin and Wisconsin High School, who taught the course during the school years 1922-1924 and provided an abundance of the most valuable material and suggestions. To many others who have given help on the manuscript, particularly Professors F. G. Hubbard, W. E. Leonard, M. S. Slaughter, and M. V. O'Shea, of the University of Wisconsin, and Professor Carr and Dr. Mason D. Gray of the Classical Investigating Committee, most hearty thanks are due. Dr. Purin of the Modern Language Investigating Committee very courte-

ously suggested the inclusion of the material in chapter ix, which it is hoped will greatly increase the value of this revision of the text, and Professor E. C. L. C. Roedder, associate professor of Germanic philology in the University of Wisconsin, has kindly checked the lists for accuracy. To Professor H. L. Miller and Mrs. Frances Burr, of the Wisconsin High School, who encouraged this course in its beginning, the authors pay cordial tribute of appreciation. The usefulness of the book, but no responsibility for its infelicities or errors, is due in great measure to these various helpers and critics.

S. A. L.

R. F. C.

MADISON, WISCONSIN

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GENERAL LANGUAGE

CHAPTER I

LANGUAGE A LIVING AND GROWING THING

Did you ever see an animal try to talk? We sometimes say that dogs talk, but they have a very hard time making us understand what they mean. A wise professor who spent several years studying monkeys' speech in the jungles of Africa discovered that they have quite a language of their own—cries and chattering and other sounds—to express a great many things they want to say. When one monkey is in trouble he can let the rest know, or can warn them of some approaching danger. But all this is a pretty poor substitute for our own sort of language.



Human talk. How do you suppose that real human talk ever got started? Of course, just as soon as one of the earliest men made any sound that other men answered, they probably were so delighted that they repeated it many times, and it became a signal that all the family or tribe understood. Many of these sounds were probably

imitations of the noises of animals, and we have still many imitative words in our language, such as the *lapping* of the waves on the shore, and the words *sizzle*, *honk*, *pop*, *boom*, *gurgle*. Can you think of others like these?

Have you ever watched a baby learn to talk? If you have a baby brother or sister, you have probably noticed that often the little child's meaningless cries or sounds were understood by your mother, and so helped the baby get what it wanted. Gradually a child learns the sounds that we all make when we want something to eat or something to play with, and then we say it is learning to talk. A baby uses the word *dog* or *bowwow*, at first, for every animal it sees; then gradually it learns the exact names for cow, horse, cat, and so on. This is hard work for the baby. But it was much harder, of course, to make a language before there was any!

What languages can you tell about? Probably you know some languages besides English—perhaps some secret vocabulary like “Hog Latin,” or one that you have made up yourself, or perhaps a system of signs that only your gang knows. What other languages do you know about, such as French and Chinese, that are still in use, and where are they used? There are “dead languages,” also, like Gothic and Anglo-Saxon, which nobody speaks nowadays.

Early ways of writing. Long after men learned to say a few words and to understand one another, they began to have some kind of written language.

Many and various were the ways the early men devised to express themselves. Some of them piled up rocks in cairns to tell things to people who passed. The Indians sent messages to one another—generally pictures marked on birch bark or the like, such as the one in the illustration below. The Bushmen in Australia sent “word” by tying certain numbers of knots in a cord, each knot or group of knots for a word. Some tribes of savages still do this.



What is an alphabet? For a long time, in Egypt and in Mexico as well as among various savage peoples, the only way of writing that was known was by pictures. Cuneiform letters in ancient Babylon and hieroglyphics in Egypt grew out of pictures. Some languages, like Chinese, still have a letter or mark, which was originally a picture, to represent almost every word. You can see how difficult it would be to begin to write if you had to learn so many letters. But gradually the idea of an *alphabet*, with one letter for every sound instead of one for every word, was developed, and this was as important to early men as printing was to more civilized men later. From the twenty-six letters of our alphabet can be made all the three or four thousand words you know, and also the many thousands more that you don't know but can find



in the dictionary. But an Egyptian writer or a Chinese schoolboy had to learn a separate mark or symbol for writing nearly every word.

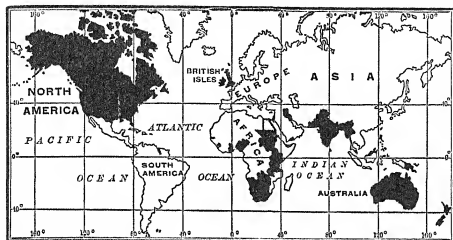


What alphabets do you know? You probably know more than one alphabet, perhaps one that two or three of you have made up, or the sign language of the deaf, or some code which spies use to communicate with one another, or the Morse or International alphabet used in telegraphy, or systems of wig-wagging or heliograph. All of these are useful, and many of them are very interesting.

Our own language. Our own English tongue is made up of words from more different languages than any other, and it is used by more different peoples in various parts of the world. It is constantly growing and changing, absorbing new words to fit the ever growing needs of the millions of English-speaking people. The World War was the cause of many French words being adopted. Examples of these are *camouflage*, *poilu*, *barrage*, and *hangar*; the last word, you know, is connected with aviation. Other words, such as *Blighty* for England and *crump* for shell, haven't got into the dictionary yet. An amusing story about these and other "word-people" is told in Zillah MacDonald's *Eileen's Adventures in Wordland*.

As you will see later in this book, English contains words even from savage speech and from languages long since dead. It has had an extremely interesting

life history, for many peoples have helped in its making. Who were the first races who began to



WORLD AREAS WHERE ENGLISH IS SPOKEN

make English, though they didn't have any idea that they were doing it? Where did they live, and when? In later chapters we shall find out about some of these ancestors of English and discover how our language came to be what it is and why it is still changing and growing.

PROBLEMS FOR CLASS DISCUSSION

1. Why do people have language?
2. How does the language of a savage compare with that of a civilized man?
3. How did language originate?
4. Which came first, speaking or writing? Why?
5. Is language more like a tree or a house? Why?
6. If language is living like a person, in what part of its life does it change most?
7. How did people first write?

8. Is there any likeness in the way *you* first wrote and the first attempts of savages?
9. What examples can you give of the constant growth and change of our language?
10. What languages do you know of?
11. Locate on the map as nearly as you can the places where each is spoken.
12. What are the languages called which are not spoken today by any nation or tribe? Does anyone speak Greek today? Latin? Gothic? Sanskrit?

READING SUGGESTIONS

Read Hugh Lofting's *The Story of Dr. Dolittle*, or *The Voyages of Dr. Dolittle*; or in Rudyard Kipling's *The Just-So Stories* "How the First Letter Was Written" and "How the Alphabet Was Made."

A real and fascinating account is given in "Wonders of the Alphabet" by Henry Eckford in *St. Nicholas* for 1886 (Volume XIII). The origin of the word *alphabet* from two Greek letters, α and β , is worth looking up in the dictionary; and so are the Greek letters δ , or Δ (delta) and π (pi), which you will meet every once in a while.

THEME SUGGESTION

Write a story about an animal trying to talk, or a story about a cat or dog that was hurt and tried to thank you for helping it, or a story about a dog that brought a message.

CHAPTER II

GETTING ACQUAINTED WITH YOUR DICTIONARY

How do you first get acquainted with a book? Of course it is very important to know how to use a dictionary quickly and easily. Suppose you get acquainted with the one you have. First look at the title page to find what the book contains and who wrote it. The preface usually tells something about how this book differs from others, and perhaps why it was written. Still more important is the table of contents, which contains a list of all that is in the book. What have you learned from looking in these three places that you did not know before about your dictionary? Did you discover any words you did not know?



What are etymologies? What does etymology mean? See who can find out quickest. The etymology of each word is given in parentheses, usually just after the word. Where can you find what all the abbreviations in these etymologies mean? Put a marker at the page with these abbreviations; you will need it often.

Some words and their family trees. Turn at random to any page in the dictionary, and see who

can first find a word with a really interesting history. Some of the most interesting may be put on the board so that you can all see them. Try finding the etymologies of the words in Optional Problems 2-5 at the end of this chapter, and see who can note down the earliest meaning and finish first.

Which meaning of a word do you want? Do you know which of the meanings given in your dictionary are the latest and most common now? Take the words in Optional Problems 2-5 (p. 10), or any others that your teacher may give you, and try to find out all about them—how they are pronounced, what their history is, and what they mean now. Make a record of your time for finding and noting down all these points about each word, and see how quick you can be.

What is there at the top of each page of the dictionary to help you to work rapidly? What letters of a word are most important to notice in looking it up? Run over your alphabet to see whether you are quite sure of it, so as to be able to use the dictionary quickly.

ESSENTIAL¹ PROBLEMS IN DICTIONARY USE

1. What is the largest and most complete English dictionary ever made?
2. What are the two latest large dictionaries published in this country?
3. What four things does a dictionary tell about a word? Where do you find each?

¹What does this word mean? Who can find it first in his dictionary?

GETTING ACQUAINTED WITH YOUR DICTIONARY 9

4. Make a list of ten abbreviations used in your dictionary. Find out what each means.

5. What does the word *italics* mean? Where does it come from?

6. Look up the words *etymology* and *derivation*—to see who can find them first. Who is first to get *full information* about them?

7. Run through your alphabet again—write it this time—to be sure you know it perfectly.

8. Look up in your dictionary the following words—to gain speed and accuracy in finding out all about them:

prefix	stem	inquiry
suffix	root	infamous
synonym	volume	ally

Did anyone learn anything?

9. List ten new words which you have met in your other classes, in your outside reading, newspaper reading, or elsewhere during the past week.

A MATTER FOR CLASS DISCUSSION

There are leaders in every class. Nobody knows who they are in this class, or whether those who start out brilliantly will finish with colors still flying. From now on there is to be a challenge every day to every pupil to forge ahead and find out some things beyond the essentials of each day's lesson.

Let's give public recognition to these leaders by recording, on a score board, one point for each optional problem solved to the teacher's satisfaction.

What is the meaning of *optional*? What is its etymology or derivation?

Here is a suggestion for your score board. Perhaps some one can make a better one. Try it.

SCORE BOARD FOR GENERAL-LANGUAGE OPTIONALS

One point awarded for each optional problem completed
satisfactorily

First 50 points in red

Second 50 in blue

Stars for every
optional over 100

Jack	xxxxx
Tom	xxxxxx
Ted	xxxxxxxxx
Jane	xxx
Max	xxxxxx

OPTIONAL PROBLEMS

1. Look up your first name and five other names you are interested in, to find their derivation.

2-5. Here are some groups of words for dictionary practice. Write down the origin of each and any other interesting points about them. (Four credits on the score board.)

tailor	farmer	supper
grocer	waltz	tray
doctor	piano	board
lawyer	jubilee	yeast
butcher	candy	glass
merchant	skeptic	spoon
soldier	adieu	tumbler
mayor	chess	artist
teacher	snob	hour
professor	end	honey
actor	tulip	library
minister	mosquito	twelfth

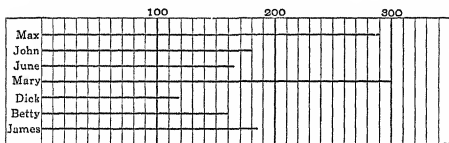
Have you ever kept a vocabulary book? If not, let's start today. Get a small notebook especially for words. Record each day all the "new discoveries," whether you hear them at home or in school. Look up each one, write down the language it first came from and its meaning (or, instead of its meaning, a sentence in which it is used), paste in a picture to illustrate its meaning if you like, and get credit for a large score on the Life Line Chart.

The chart below is suggested as a way to record your progress in vocabulary building. The chart can be extended indefinitely. Perhaps some one in the class can make one like this or design a better one.

VOCABULARY SCORE BOARD: LIFE LINES

Rules of the Game:

1. Words must be neatly recorded.
2. Words must be approved by teacher or vocabulary committee.
3. No less than ten words are given credit in a unit.



READING SUGGESTION

Eileen's Adventures in Wordland,¹ by Zillah MacDonald.

THEME SUGGESTIONS

First Aid to My Vocabulary; or What I Have Just Learned about the English Dictionary.

¹This is a little like *Alice in Wonderland* and *Through the Looking Glass*, and is almost as much fun.

CHAPTER III

THE EARLIEST INHABITANTS OF BRITAIN AND THE ROMAN INVASION

The language of the Celts. For thousands of years the people who lived in England had spoken languages which resembled modern English little more than does the speech of our American Indians. The Celts, the earliest people we know much about in Britain, were the ancestors of the Highland Scotch, the Welsh, and the Irish, many of whom still speak a Celtic language. They were the folk of King Arthur, of whose knights and Round Table you probably have read. They fought with war chariots and horses and were chiefly cattle raisers and cattle raiders. But, as you will see later, these people were conquered and subdued so completely that there is little trace of their language in modern English. Except for names of places, a very few Celtic words, such as *down* (in Celtic, "a hill") and *slough*, were taken by the conquerors into their language. The few Celtic words in modern English, like *bard*, *plaid*, *shamrock*, *bog*, *crag*, *whisky*, have in most cases come into English from modern Welsh and Irish and Highland Scotch in recent centuries.

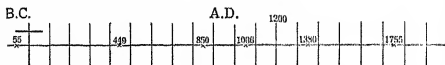
The coming of the Romans and their language. Fifty-five years before Christ, the Roman conqueror

Julius Caesar brought his soldiers to Britain, after conquering what is now France and Belgium. He called the country Britannia, since the Celts who lived there called themselves Britons. He and later invaders built military camps (in Latin, *castra*) in many parts of England, and Roman soldiers with their breastplates, spears, and helmets marched up and down the earth walls about these camps. The Roman conquerors also built very fine stone-paved roads, which are still to be seen in many parts of England, and established colonies of Romans and other people from various parts of Europe. Many of the Celts became Christians about the same time as the Roman people in Britain, more than 350 years after Caesar came to the islands.



Some of the Celtic tribes were not easy to conquer, but finally they were driven back into the mountains of Wales and Scotland, and the Romans built a wall in southern Scotland and kept it patrolled by soldiers to hold them back. A very interesting description of the Romans and their wall is given in the story "On the Great Wall" in Rudyard Kipling's *Puck of Pook's Hill*. The Romans, in fact, found it so difficult to keep these barbarians quiet and to cross the rough channel in their small boats that in the fifth century after the birth of Christ, when even Rome was being attacked by barbarians, they withdrew their legions of soldiers and left the island.

Latin words in English. Yet even the Romans' five centuries and more of rule gave very few words to our language. It is said that only seven or eight Latin words have survived from that time to this, such as *street* from the Romans' *strata via*, "a paved way," *pund* ("pound") from Latin *pondo*, "weight," *mile* from the Latin *milia passuum*, "a thousand paces," *weall* ("wall") from *vallum*, and *monger* (as in "fishmonger") from *mongo*, "to buy or sell." To this early Latin invasion belong also the endings *chester* from the Latin *castra*, "camp," in names like *Winchester* and *Chester*, and *coln* from *colonia*, "colony," as in *Lincoln*. So we get the English place names *Lancaster*, *Worcester*, *Lincoln*, etc. The Latin sentences following contain some of the words we still have. Can you read them? *Britannia colonia Romae erat* (was). *Strata via ad (to) castra X milia passuum est*.



This diagram represents a bird's-eye view of the history of English from the Roman invasion in 55 B.C. until the present time. The large cross marks the birth of Christ; time before that is called B.C., time after that A.D. The abbreviation A.D. stands for the Latin phrase *anno domini*, which means "in the year of our Lord." Each small space on the diagram stands for one hundred years of

history. As we discover the important invasions and other events in the making of English, let us mark them on the diagram. Perhaps in this way we can get some idea of the time it has taken for English to become what it is today.

QUESTIONS ON UNDERSTANDING THE PRECEDING PARAGRAPHS

ESSENTIALS

1. Who were the first foreign invaders of England that we know about?
2. How long ago was this?
3. What was England called by the Romans?
4. What name is taken from this Roman name?
5. What words were left in Britain by the Roman invasion?
6. How many years did Rome keep Britain as a permanent possession?
7. What are the meanings of the abbreviations B.C. and A.D.?
8. What language did the Romans speak?

OPTIONALS

1. Look up in your dictionary the Celtic words on page 12.
2. Read Dickens' *Child's History of England*, chapter i.
3. Find what happened in the Roman Empire in the centuries following Caesar's conquest of Britain which made it harder for Rome to keep Britain in subjection.
4. Find what happened to Rome itself in the third to fifth centuries A. D.

READING SUGGESTIONS

The following stories from *Puck of Pook's Hill* by Rudyard Kipling: "A Centurion of the Thirtieth," "On the Great Wall," "The Winged Hats"; Sidney Lanier, *Boy's King Arthur*; Howard Pyle, *King Arthur and His Knights*, or Stevens and Allen, *King Arthur Stories from Malory*.

THEME SUGGESTION

Write a theme about Caesar or a page from his diary sometime in 55 B.C.

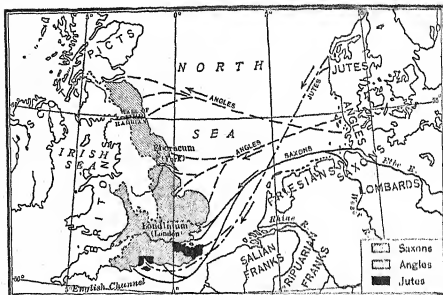
CHAPTER IV

THE EARLIEST ANCESTORS OF ENGLISH

The Angles and Saxons. Sometime between fifteen hundred and two thousand years ago, while the Romans were occupying Britain, several large and fierce tribes of sea rovers and plunderers, the Angles and Saxons, lived on the shores of the North Sea near the Elbe River. They were related to the Germans and to the Danes and Norsemen (Vikings). They were of huge build with fair or ruddy hair and blue eyes. These people built beaked galleys and sailed far and wide in them to fight with huge battle-axes and battle hammers, burning towns and carrying off anything they happened to want. You may be surprised to know that the speech of these people, whom we usually call the Anglo-Saxons, was the earliest ancestor of our English language. They would have been surprised to know it too! Their speech belonged to the same great family tree of language as did Greek, Latin, Old High German, and many other respectable ancient languages.

Meetings of the people. These warrior people—the freemen, that is—elected their own chiefs and kings. Usually after their chiefs had discussed important questions of peace or war, the whole

tribe assembled on open plains at places marked by vast heaps of stones. Here they heard speeches and rejected what was proposed "by an inarticulate murmur" or approved it by clashing their javelins — for they came always armed to these meetings.



THE HOME LANDS OF THE ANGLES, SAXONS, AND JUTES, THEIR ROUTES OF MIGRATION, AND THEIR SETTLEMENTS IN ENGLAND TO ABOUT 600 A.D.

This assembling and voting by the tribe is important to remember, because most of our town meetings, state legislatures, congresses, and parliaments, where laws are made, grew directly out of them.

The life of the poor people. The poor people lived with their poultry, pigs, and cattle in huts of "wattles and daub"—bundles of twigs or branches joined together with mud and clay—thatched with straw. In winter they sometimes took their families, and their animals too, into burrows which they

had dug for storing grain. Even in their poor huts they were most hospitable to strangers, and when the provisions of a house had given out, a host took his guests, and went himself, to the house of a friend, who received them all. They cared a great deal for bathing, and provided warm baths, as some of our American Indians seem to have done. The Anglo-Saxons wore chiefly mantles or robes of skins, but also some linen garments, and often decorated both furs and cloth quite beautifully. They went armed to market, and traded by exchanging, or *barter*, as they had no money at all.

Anglo-Saxon beliefs. Near every village there was an oak grove sacred to the god Woden, "the terrible and severe god, the Father of Slaughter, he who giveth victory and receiveth courage in the conflict, who nameth those who are to be slain." The priests of the tribe made sacrifices to Thor, the thunderer, and the other fierce gods of the North. In very early times, at least, human sacrifices — captives in war or slaves in time of peace — were offered. The priests also decided disputes and tried to foretell future events; they guessed what fortune they would have in war by combat of two warriors, by such signs as the neighing and snorting of milk-white horses, or by marks on fruit-tree twigs.

Anglo-Saxon poetry and stories. The Anglo-Saxon chiefs or kings claimed to be descended from fierce old gods. They and their warriors lived in halls built of great timbers, stained "with a kind of earth so pure and shining that it gave the impression

of painting." The great, lofty room in which the warriors feasted and slept had an open fireplace in the middle, on the stone or earth floor, and a hole in the roof through which the smoke—some of it—went out. To these halls, during their feasts, the



minstrels or "scops" came with their rude stringed harps and sang the ancient battle stories that had been known through more years than anybody remembered. The favorite of

these songs was about Beowulf. You may read more about this story in Appendix II (p. 205) if you like.

The Anglo-Saxons in Britannia. Early in the fifth century, somewhere between 400 and 446 A.D. (Do you remember what A.D. means?), these Anglo-Saxon rovers sailed across the North Sea and discovered the islands then known as Britannia. They found the land pleasant and the people, fighting among themselves, very easy to conquer, and so they remained there. And that is how the Anglo-Saxons came to be the ancestors of English, as you will learn in some later chapters.

COMPREHENSION¹ QUESTIONS

ESSENTIALS

1. Who were the Anglo-Saxons and where did they live?
2. Why did they first come to Britain?

¹ Do you know what *comprehension* means?

3. What people in Europe are most closely related to them?

4. What do you suppose these Anglo-Saxon words mean? Count 2 per cent for each correct meaning and see who can make the highest score.

candel	suth	sunu	deofol
dimn	dead	fæder	cwic
mann	thær	moder	niht
hund	healp	sweoster	abufan
wif	healf	dohter	folc
bedd	hord	lomb	eorl
biternes	biter	cealf	drenc
lim	cræft	æg	drincan
hond	feld	hlud	fæst
fot	hunger	æfter	freond
boc	heofon	dun	freondscipe
noma	wæpen	eorth	
stan	wæter	wæs	

OPTIONALS

1. Can you tell what words we get from these Anglo-Saxon words?

Tyrsdæg—named after Tyr, god of war

Thunresdæg or Thursdæg—after Thor

Wodensdæg—named after Woden¹

Sunnandæg—named for the sun

Frigedæg—after Frig, goddess of love

Monandæg—named for the moon

Sæterdæg—(from L. *Saturnus*) for Saturn

Hertha—goddess of crops and fertility

¹ Do you see where we get our odd spelling of Wednesday, which isn't like the pronunciation?

2. Read the "Autobiography of Chant" in Appendix III (p. 213), and then write the story of a word or family of words which came to English with the Anglo-Saxons. *Steward*, *lord*, and *lady* are an interesting group. Look them up in your dictionary.

3. Look up these words to find their history:

nimble	nightingale	daisy
slattern	sulk	fret
king	nightmare	cerie

READING SUGGESTIONS

Van Dyke's "The First Christmas Tree," in *The Blue Flower*.

Selections from W. E. Leonard's *Beowulf, a New Verse Translation*, in Appendix II (pp. 205-206).

THEME SUGGESTION

Optional Problem 2 or any other subject suggested by this chapter.

CHAPTER V

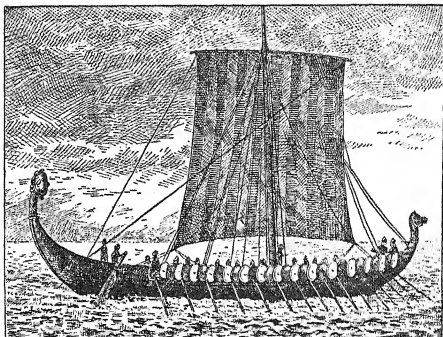
THE ANGLO-SAXONS AND THE DANES IN ENGLAND

The helpless Britons. You learned in chapter iii what kinds of people the Angles and Saxons found when they came to Britannia. Somewhere near the middle of the fifth century A.D., after the Romans had taken away their soldiers, the remaining Roman citizens in Britain, the Celts who had become Christians, and other colonists from Europe were left helpless before the attacks of all sorts of heathen peoples. The best and most active British youths had gone off as Roman soldiers.

First "two very savage foreign nations, the Scots from the West and the Picts from the North"—Celts also—swept down upon the Britons. The poor Christians sent a pitiful appeal to Rome, called the "Groans of the Britons," for help against the heathen; but Rome was too busy defending herself to help them. It is at this time that King Arthur and his knights of the Round Table are supposed to have lived in Britain and to have fought twelve great battles against the different invaders.

The coming of the Anglo-Saxons. As you learned in chapter iv, fair-haired sea-plunderers from North Germany were always cruising about the British

coast and attacking cities for booty and the joy of battle. They came in Viking ships, much like those of the Anglo-Saxons earlier—very like the one pictured on this page. This one was sketched from a model of a vessel seventy-seven feet long and six



From Longmans' *Historical Illustrations*, "England in the Eleventh Century," by courtesy of Longmans, Green and Company

HOW AN ANGLO-SAXON SHIP PROBABLY LOOKED

feet deep, found in a barrow or burial mound in South Norway. It has a steering oar on the right and ornamental shields alternately yellow and black. The crew numbered about eighty.

As the Picts and Scots were sweeping all before them, the poor helpless Britons decided that these freebooting Anglo-Saxons might be powerful allies. So, about 449 A.D., the Britons invited them to come

in greater numbers and help fight the Picts and Scots. The Anglo-Saxons did come. They drove out the invading Scots and Picts; but they liked the country so well that they took it for themselves! The Christian priests and people were either killed or enslaved, or escaped to the mountains and to the islands west of England. The Celtic language at this time quite vanished from England, leaving but a few words. It remained only in Wales and Cornwall, Ireland and Scotland. (See the map on p. 28.) Some Britons fled to Brittany, in France. Welshmen today can understand the Celtic language still spoken there.

The Anglo-Saxons become Christians. The invaders from Germany, who belonged to several different tribes, fought heartily among themselves; but gradually they grew rich in the prosperous country and settled down. They developed various fine arts, such as making enameled jewelry and beautiful embroideries, and they cultivated the land. After a while—late in the sixth century—Christian missionaries came to them from Rome and from some monasteries in Ireland and the islands near by, and converted most of the Anglo-Saxons. The story is told that a Saxon priest, Coifi, crying out that the gods had done nothing for him and therefore must be powerless, rode up to the temple of Thor and threw his spear into it. As the priest was not struck dead, the people decided the Christian God must be stronger, and before long most of the Anglo-Saxons were converted. The missionaries were useful teachers, too, and taught the natives

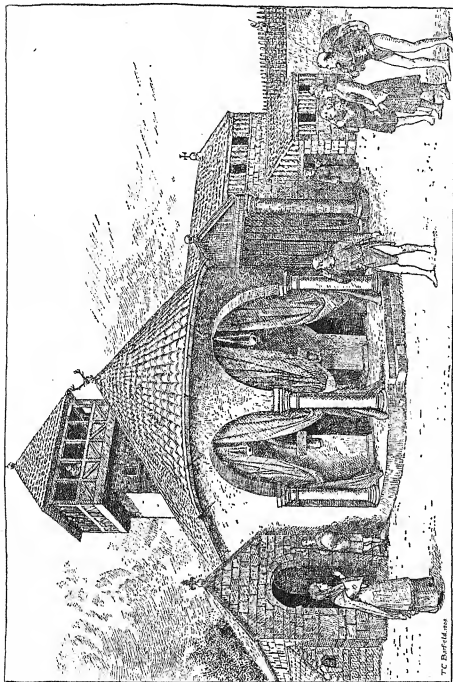
many new ideas; some of them you will find from the following list:

bishop	priest	mill
altar	calendar	kettle
candle	noon	butter
organ	tile (for roofs)	cheese

Britannia becomes England, 827 A.D. Finally a Saxon king, Egbert, conquered all of the other tribes, or persuaded them to join him, and formed a union of seven small monarchies. Under him the land was first called *Englaland*, "the land of the Angles," and the language *Englisc*, since the Angles were at that time the chief group. Nowadays we call that language Old English or Anglo-Saxon.

The picture on the opposite page gives an idea of the kind of houses the Anglo-Saxon nobles built in England. The drawing is founded chiefly on a picture in an old manuscript. On the right are the chapel and priest's lodging; the tall columns are Roman, and the watch tower is copied after a reconstruction of an earlier Roman house. On the left is the guards' lodging. Similar detached buildings, with the upper part of timber construction, hold attendants, slaves, horses, and cattle. The whole is surrounded by an earth rampart surmounted by a strong wattled fence. The lady of the house is giving a slave instructions about the lodging of some "gleemen" who have just arrived.

The Danish raids and King Alfred. As the Anglo-Saxons became more peaceful and civilized, Scandinavian people from Denmark began harrying



From *Longmans' Historical Illustrations*, "England in the Eleventh Century," by courtesy of Longmans, Green and Company
AN ANGLO-SAXON THANE'S RESIDENCE

and raiding England. They came in Viking ships. They were also worshipers of Thor and Odin and tellers of the same warlike tales. By 850 A.D. they

had conquered all England but a small part called Wessex, south of the Thames River, which was ruled by King Alfrēd (849-901 A.D.). He was a prince who loved learning and preferred old hand-written and colored Anglo-Saxon manuscripts to warfare. But he was forced by the Danish invaders to fight for his land, and to flee, beaten, dis-



ANGLO-SAXON ENGLAND IN THE
TENTH CENTURY

guised as a peasant. You have no doubt heard the story of how he was set to mind the cakes in a peasant woman's house, and was roundly scolded for letting them burn. He also went into the Danish camp disguised as a gleeman and spied upon the Danes. He defeated them, too, and made them leave his kingdom to him. Many of them became Christians and settled down. But all his life Alfred had to keep fighting fresh invaders.

Though he was sick and in pain the greater part of his life, nevertheless he found time for music and for writing; he wrote laws and accounts of his travels, and translated many Latin books into English. In the third chapter of Dickens' *Child's History of England* you can read how he notched candles to make a rude timepiece, and made the first horn lanterns (*lanthornes*) to keep them from burning unevenly. His son and grandson reconquered a great part of England, but the Danes under Canute regained most of it by 1004 A.D., and Canute's house ruled both Denmark and England.

Danish or Norse words in English. The Danes were so like the Anglo-Saxons in language and customs and religion, and in the stories they told, that they had little effect on the language. They indeed forgot their own speech and learned *Englisc*. But naturally they kept many Danish words, and some of these are part of our language today. Some of the words they added to English were:



sky	scare	wing	sly
skull	skin	call	bask
skill	fro	anger	window
want	till	meek	cast
boon	happy	ill	droop
dusk	die	odd	get
gait	husband	scant	ransack

The Danes probably added also the pronouns:

their

they

them

The suffixes *by* and *thorp*, as in *Whitby* and *Oglethorpe*, are also Norse in origin.

The Anglo-Saxon language. The Saxons and other German and Scandinavian tribes ruled in England for nearly six hundred years. They established their language in the country and borrowed little from other tongues—a few Celtic and Latin and Danish words only. But this Old English or *Englisc* differs so much from modern English that it is harder for us to learn today than German or Latin!

ACCOUNT OF THE POET CAEDMON¹

In ðeosse abbudissan mynstre wæs sum broðor syndriglice mid godcundre gife gemæred ond geweorðad, for þon he gewunade gerisenlice leoð wyrcan, þa ðe to æfestnisse ond to arfæstnisse belumpon; swa ðætte swa hwæt swa he of godcundum stafum þurh boceras gelearnode, þæt he æfter medmiclum fæce in scopgereorde mid þa mæstan swetnisse ond inbryrdnisse geglengde, ond in Engliscgereorde wel geworht forþ brohte. Ond for his leopsongum monigra monna mod oft to worulde forhogdnisse ond to geþeodnisse þæs heofonlican lifes onbærnde wæron.

The alphabet is nearly the same, it differs in three letters only, yet you can hardly recognize two words. What could have produced so strange and complete a change to the English we know and use?

¹From the Anglo-Saxon version of Bede's *Ecclesiastical History*.

ESSENTIAL PROBLEMS

1. In what year was the first great Anglo-Saxon invasion?
2. What happened to the Christian Celts and the Roman colonists in Britain?
3. When did Britannia begin to be called *Englaland* and the language *Englisc*?
4. Why these names?
5. Is the Anglo-Saxon alphabet the same as ours?

OPTIONAL PROBLEMS

1. Look up the time of King Alfred's reign, what part of England he ruled, and what he did for English.
2. Write a theme telling one thing about life in England in King Alfred's time.
3. Read Bulwer-Lytton's *Harold*, chapter i.
4. Read at least two Norse myths in Baker's *Out of the Northland* or Dasent's *Popular Tales from the Norse*.
5. Write a short scene from a play, not more than two pages long, about the story of King Alfred and the cakes.

READING SUGGESTIONS

Baker's *Out of the Northland*; Dasent's *Popular Tales from the Norse*; W. E. Leonard's or Tinker's translation of *Beowulf*; Dickens' *Child's History of England*, chapters ii-vii; Longfellow's *Saga of King Olaf*; "Weland's Sword" from Kipling's *Puck of Pook's Hill*.

THEME ASSIGNMENT

Write the story of a word or words that came into English in a Viking ship from Denmark. *Ransack*, *score*, *skull*, *fro*, and *wit* have interesting stories. See Appendix III, pages 211-213.

CHAPTER VI

THE NORMANS AND THEIR FRENCH SPEECH

The Norman invaders. The very great change from Anglo-Saxon to modern English came chiefly after another conquest of England — the last — by the Normans. These were also people from the Scandinavian countries, very like the Saxons and Danes in language and customs—Vikings and freebooters. Several centuries before they came to England they had conquered northern France and become vassals or subjects of the French king; but they were so fierce and independent that when their leader Rolfe was bidden to kiss the French king's toe in sign of submission, he seized the king's foot and overturned him and his throne! He was so powerful that the king dared not try to punish him. Like the Danes in England, the Normans had long since given up their own language. They spoke French; they had also taken over French customs, and their *trouvours*, or minstrels, sang the "Song of Roland" and the legends of the earlier Frankish king Charlemagne.

Duke William's invasion. In 1066, under Duke William, the Normans invaded England. In a bloody battle at Hastings they conquered the

Saxons and Danes who resisted them, and then forced the nobles to choose Duke William king of



NORMAN SOLDIERS

From the Bayeux Tapestry

England. He and his family ruled for two centuries over both England and a large part of France. Naturally the Norman chiefs were given the lands and houses of rebellious Saxons.

Norman French and Anglo-Saxon. French alone became the language of the king's court, of the schools, and of the law courts. For the most part noble and powerful people spoke the French of the Normans, and England kept close relations with France. There was a great admiration for French speech, French literature, and French customs. Anglo-Saxon, on the other hand, though it was never a forbidden language, was mostly the speech of market women, peasants, and workmen; as one writer of those days put it, French was the language of *heie* men and Anglo-Saxon was the language of *lowe* men.

Changes in Anglo-Saxon speech. The result was that Anglo-Saxon changed rapidly. First, it became simpler, because it was used by common people who

cared little about its grammar and conveniently forgot many useless, complicated forms of words. It was not written very much, so it changed a great deal from place to place and from time to time. You see, because no one who spoke the language cared about speaking it correctly, there was no *standard* of usage. So most of the forms of words—for plural number, to show time, and the like—disappeared or changed entirely. Thus Anglo-Saxon had several ways of showing singular and plural; some of these we still have, as:

goose	geese
mouse	mice
man	men

(Umlaut or sound changes; do you know others?)

ox	oxen
----	------

But except in these simple, very common words that everyone learned early and remembered, one plural form, *as*, came to be used for all words. It turned later into our common plural *s* or *es*; so that now when we meet a new word like *garage* or *gas* we make it plural that way. Children tend to do this for *ox* and *mouse*, you may have noticed.

Many other endings were entirely lost; you need not be sorry, as you don't have to learn them. Thus in Anglo-Saxon

Se stan *feol* (The stone fell)

þa stanas *feollon* (The stones fell)

there are three changes to show the difference between these sentences, where we have only one

that says it just as clearly. This illustrates the great *organic* change (in forms) which came to English between 1100 and 1400 A.D. In addition to all this, English adopted a great number of French words, as you will discover later.

Besides Anglo-Saxon and French, Latin was spoken and written, mostly in churches and universities and by the most highly educated people. About 1200 A.D., then, every truly educated man in England had to know three languages—French for his court and professional life, Latin if he was a scholar, and Anglo-Saxon if he wanted to be understood by the great mass of common people.

French words in English. To illustrate some of the changes that came to the English language at this time, here is a list of words which were added from the French during the centuries about which we have been telling. They will show you, also, what changes the Normans made in the manners and ideas of the English people.

roast	feast	mistress	plea
dine	sir	chivalry	court
supper	madam	honor	justice
pastry	master	appeal	suit

table (the Saxon word was *board*)

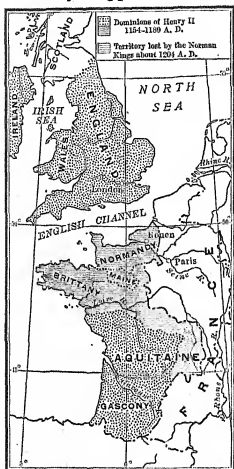
chair (*stool* was the Saxon word)

labor (the Saxon word was *work*)

courtesy (but *truth* and *freedom* were Saxon words)

oyez (the word meaning "hear you," with which law courts are still opened)

Beginnings of modern English. You may quite naturally suppose that the language of England



THE LESSENING DOMINIONS OF THE
NORMAN KINGS IN FRANCE

would thus come to be French with only a sprinkling of Anglo-Saxon. But almost the opposite happened! The map on this page shows in the shaded areas the widest extent of the realm of Duke William's descendant Henry II (1154-1189), stretching from Scotland way down to the borders of Spain. The horizontal lines in the central part show how the French king, by a strong thrust westward, succeeded in breaking those dominions in two, about 1204 A.D., during the

reign of King John. This decided the question of whether the Norman rulers were to become Frenchmen with possessions in England, or English kings with a small domain in the south of France. After this they settled down quite definitely as Englishmen. They and their followers took to English as easily as their ancestors had dropped their Norse

speech for French. After only three hundred years both the law courts and the parliament (the English congress) adopted English in place of French, and English, rather than French, was taught in the schools. The people now were not Saxons and Normans, but all alike were *English*.

This was the beginning of the modern English that you speak.

Chaucer and Wycliffe. Before a language has any form or literature it must have a number of pioneer writers. A man named Geoffrey Chaucer (about 1340-1400 A.D.) was the first important writer of really *English* poetry, and Wycliffe in the same century (about 1380) made an English translation of the Bible. Englishmen had been obliged before this time to read the Bible in Latin. Yet even two hundred years after Chaucer wrote his *Canterbury Tales*, writers sometimes did their really important work in Latin, the language of scholars, so that it might live. Although English was the popular speech, it was so young and poor in origin that they feared it might die! Chaucer and others who used English in his time wrote in the language of the common people, not of the rich and learned and noble. But English was already beginning to be used at the king's court.



A XIIIth century knight

The languages that make up English. In 1200, then, the time from which we can first rightly name

the language *English*, the following languages were being combined to form English:

1. Celtic in a very few native words.
2. Latin in a few words of Caesar's conquest and of the Christian missionaries.
3. Anglo-Saxon, the tongue of the barbarous Germanic tribes from Europe.
4. Norman French, the speech of court life, based on Latin.

COMPREHENSION QUESTIONS

ESSENTIAL PROBLEMS

1. What happened in 1066 A.D. that is of importance to us?
2. Name two pioneer English writers.
3. What three languages were spoken in England in 1200?
4. By what class of society was each spoken?
5. Fill in the following list of languages which were mingled in the English of 1200:
 1. Celtic
 - 2.
 - 3.
 - 4.
 - 5.
6. Check the three most important ones.
7. Which was used first in England?
8. Name at least four things men do which make a language grow. Men are doing all of these today.

OPTIONAL PROBLEMS

1. Write a theme on a happening you imagine in a Norman French court or castle.
2. What became of the original Scandinavian or Norse of the Normans?

3. Pick out in Wamba's speech in chapter i of *Ivanhoe* words which *you think* might be French; then look them up in the dictionary to see if you are right.

4. From the first fifteen lines of the Prologue to Chaucer's *Canterbury Tales*, pick out all the words whose meanings you can guess from their sound and spelling. Write these lines in modern English prose. What does the word *prose* mean?

THEME SUGGESTION

Write the story of any word's travels on the way to England from France. *Chant* is an interesting one (see Appendix III, p. 213).

READING SUGGESTIONS

Stories from Kipling's *Puck of Pook's Hill*: "Young Men at the Manor," "The Knights of the Joyous Venture," "Old Men at Pevensey"; Isabel Butler's translation of *The Song of Roland*, which Taillefer probably chanted at the battle of Hastings; Walter Scott's *Ivanhoe*, chapter i.

CHAPTER VII

HOW ENGLISH IS MADE UP

Anglo-Saxon and Latin most vivid in the background of English. We have a general idea of what has happened to English in the ages past to make it what it is. Now, we can learn to find the sources of words we meet in our reading if we first investigate carefully what part each of these leading contributors, Latin and Anglo-Saxon, has played in making English. We do not count French as important as the other two because most of the significant French words in English were themselves originally Latin.

Anglo-Saxon words in English. Language, like any living thing, must have a foundation. In any language this foundation consists of the common words of everyday life, most of which Anglo-Saxon has given us. Hence Anglo-Saxon, in a changed form of course, has survived in English. Through the strength and fitness of the people who spoke it, it became the popular language of the masses of Englishmen between the years 500 and 1100, and its influence has continued to this day.

Most words of home life, simple but full of meaning, are Anglo-Saxon. Because these words are familiar to us, they mean more than similar Latin

words. In our common speech most of our one-syllable words are Anglo-Saxon, such as:

the	go	bear	cold
this	come	drive	hat
that	sat	eat	true
and	sleep	hear	sweet
but	read	bake	home
run	love	good	strong

Latin words in English.¹ In contrast to the popular Anglo-Saxon, but equally important, is the Latin portion of our vocabulary, which is often called the learned part, meaning not necessarily the language of scholars, but that of books. Scientists, inventors, and writers use these words to express exact ideas and fine distinctions. You can't talk or write about radio without using a large number of Latin scientific words. Of course there are short, simple words from Latin in English, like *vest*, *sir*, *cent*. But most of these words, like very large numbers of words that were originally Latin, came through the French, as we shall see in the next chapter.

Saxon words are often as clumsy substitutes for these Latin-English words as Latin words would be for the simpler needs of everyday life. Some Anglo-Saxon authors, trying to invent native words instead of using those of Latin origin, coined these strange compounds: *rummod* ("room-mood") for *magnanimous*; *gastlice* ("ghostlike") for *spiritual*; *inwit* ("inside wit") for *conscience*.

¹ The small proportion of Greek words, with characteristics like the Latin, will be discussed later.

Differences between Anglo-Saxon and Latin words. So the difference between the two great classes of words in our language is that Anglo-Saxon English in its simplicity makes us feel more deeply and see things about us more truly, while Latin English arouses our minds to more exact and complex thinking. A poet who had only Anglo-Saxon to work with would perhaps have said of a ship, "With one upleaping, happy leap, she leaped into the sea's arms"; but Longfellow, with both kinds of words at hand, said, "With one exultant, joyous bound, she leaped into the ocean's arms." It is this combination of Latin English with Anglo-Saxon English which gives our language its depth and range.

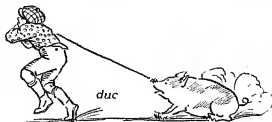
Four groups of Latin words in English. There are four groups of Latin-English words:

1. The Latin conquest words of the first century B.C.
2. Those left by the Roman missionaries and by the Roman church a few centuries later.
3. Those which for convenience' sake we have borrowed without change of spelling. These, of course, have come into English recently, compared to other groups. Examples of these are:

exit	minor	minimum
ratio	major	maximum
apex	inferior	alumnus
	superior	

4. Those built upon Latin roots. The root is that part of a word which carries the big idea. For

example, in Latin *duco* means "I lead." From it both Latin and English built words like *conduct*, *reduce*, *abduct*, *product*, and many others, all having some idea of *lead* in them.



This fourth class of Latin words is by far the largest of all the borrowings. These we have added to English through all the centuries since the Norman Conquest; and naturally a great many such words have been taken in their French forms (for French is built upon Latin), as you will see in chapter viii. Most of this borrowing happened before 1500, but it is still going on. It includes many hundreds of words like *audible*, *domestic*, *committee*, *convention*, *annual*, etc., common words, but rarely monosyllables. Thousands of them are as definitely Anglicized and popular as the Anglo-Saxon element itself. Only in the case of the 500 most frequently occurring words are the Anglo-Saxon words more numerous than the Latin. Of the 17,287 words most commonly occurring in English, 9,075 are of Latin origin, 4,536 of Anglo-Saxon origin, and 1,814 of Greek origin.

Latin words of this kind have been creeping into the English language for many centuries. They have come by various routes. Some were adopted to fill a scientific need, as *radio*, *aviation*, *motor-cycle*, and hundreds more. Many others have come in through travel and trade between nations.

Anglo-Saxon the foundation of English. The Anglo-Saxon portion of our language, which is its very root and foundation, is harder to describe definitely. Anglo-Saxon words are, as we said before, simple, often one-syllable words of common everyday use.

ESSENTIAL PROBLEMS

1. Turn to any page in your dictionary. List the derivation (AS., Lat. or L., Gr., F., etc.) of all the words on that page. What did you discover about the *percentage* of those of Latin and those of Anglo-Saxon origin?

2. Which words make the backbone of a language, the short, simple ones or those that are long?

3. What language has furnished us most of our short everyday words?

4. Aside from Anglo-Saxon, what is the other great source of English words?

5. What are the great differences between Anglo-Saxon English and Latin English?

6. What four groups of Latin words are there in English? Which is the largest?

7. Describe Anglo-Saxon words in English. Give some examples.

8. Although most Anglo-Saxon English words are short and simple, there are some roots upon which we have built words. For example, the Anglo-Saxon word *bindan*, meaning "to bind," gives us *band*, *bound*, *bend*, *bind*, *bundle*.

Find two or more words from each of the following:

brecan, "to break"

beran, "to bear"

dragan, "to draw"

tellan, "to count"

9. Bring five words to class from your "list of discoveries." Exchange lists with your neighbor or as directed, and look up the new words for dictionary practice. Use your own new words in sentences.

10. Some Anglo-Saxon words have not changed in their spelling in becoming English:

great	ford	this	God
hilt	blind	corn	heap
full	forth	dust	mere (meaning
east	wind	bliss	"lake")

What do you notice about all of them?

OPTIONAL PROBLEM

The following paragraphs were written by seventh-grade pupils to illustrate the difference between Anglo-Saxon English and Latin English. Read them carefully; then choose your own subject and write two paragraphs in similar style.

My Dog

My dog is a big, brown-eyed collie. I love her with all my heart. She is brown and white and very kind and good. She often comes walking up to me with such a sad look that I at once give her a bone. She likes my little brother very much, and they sometimes take long naps together.

MY CANINE PET

My most beloved collie is a generous, thoughtful animal of unusual beauty. She seems to be immensely delighted when she knows that some

one adores her. She is equally enthusiastic when her mistress heaps her old-fashioned platter with enormous bones. When she reposes with my small brother she feels as if the whole universe was doing its best to make its most popular canine happy.

WISCONSIN HIGH SCHOOL
GRADE VII

THEME ASSIGNMENT

Write a theme about any single Anglo-Saxon word in English. Look up, for instance, *worm*, *harsh*, *sad*, in the dictionary, and tell what you find about them.

READING SUGGESTION

Begin one of the books you have not read from the list in Appendix I, pages 199-204.



CHAPTER VIII

OTHER LANGUAGES THAT HAVE HELPED MAKE ENGLISH

SONGS OF EDUCATION: I. HISTORY

The Roman threw us a road, a road,
And sighed and strolled away:
The Saxon gave us a raid, a raid,
A raid that came to stay;
The Dane went west, but the Dane confessed
That he went a bit too far;
And we all became, by another name,
The Imperial race we are.

Chorus

The Imperial race, the inscrutable race,
The invincible race we are.

Though Sussex hills are bare, are bare,
And Sussex weald is wide,
From Chichester to Chester
Men saw the Norman ride;
He threw his sword in the air and sang
To a sort of a light guitar;
It was all the same, for we all became
The identical nobs we are.

Chorus

The identical nobs, individual nobs,
Unmistakable nobs we are.

—GILBERT KEITH CHESTERTON

The French. As you learned in chapter vi, the Norman French were the last people to invade England and to influence the language to any great extent. Most of our words from French came originally from Latin. They have become so mingled with French, however, that we may call them French derivatives.

What does "derivatives" mean? The following examples show how one Latin word gives us a purely Latin derivative and another form that came, with changes, through the French:

LATIN STEM	PURE LATIN DERIVATIVE IN ENGLISH	FRENCH	FRENCH DERIVATIVE IN ENGLISH
<i>fac</i> (do, make)	fact	<i>fait</i>	feat
<i>lingu</i> (tongue)	linguistic	<i>langue</i>	language
<i>cant</i> (sing)	cant, canto	<i>chanter</i>	chant
<i>reg</i> (rule)	regal	<i>royal</i>	royal
<i>merc</i> (trade)	mercantile	<i>marchand</i>	merchant

Norman-French in English and later borrowings. About five hundred words were absorbed into English as a result of the Norman invasion in the eleventh century. In the thirteenth and fourteenth centuries and later, down even to our own day, came many more French words. The earlier ones mingled with the Anglo-Saxon and are harder to distinguish. The French words borrowed later have kept more nearly their original sound and spelling. Because our language is already so full of French elements, these words seem to fit neatly into it. Those in the following list are all of French derivation; some have been in use in English for ten centuries, others not

nearly so long. Can you pick out the words that date back nearest to the Norman invasion?

aid	buccaneer
brief	car
brunette	chief
chance	brush
coquette	grimace
chair	portière



How all languages have contributed to English. Although Anglo-Saxon, Latin, and French have been by far the largest contributors, every country seems to have given some words to English. Greek, Italian, Hebrew, Spanish, Arabic, Danish, Dutch, German, even Malay and Chinese words have crept into our speech. Take an ordinary lunch of an Englishman and see how many languages are represented in his menu. He has *meat* and *bread*, Anglo-Saxon words; a *potato*, a contribution from Spanish; *coffee* from the Turkish, or possibly *tea* from Chinese, or *chocolate* from Mexican; *marmalade*, perhaps, from Portuguese, and *tapioca* from Brazilian.¹ There is probably no other tongue so rich in words from far-distant sources as English. English scholars studying in Italy brought home such words as *canto*, *studio*, and *concert*. The crusaders in the Middle Ages came back with many new ideas and things, and new words to express them: *syrup*, *scimitar*, *palmer*, *maumet*, etc. Contact between England and Spain introduced words like

¹Some say the word comes from the native Indian. Names from the Brazilian and Mexican languages often come from the Spanish, as do *chocolate* and *tapioca*, and so perhaps from Latin originally.

don and *cigar*. Hebrew has given us a few contributions like *cherub*, *Sabbath*, and *amen*. Persia and Turkey and the Far Eastern countries are represented in words like *indigo*, *shawl*, *chintz*, and *assassin*.



American English. The English spoken in America has had gifts from languages which have not directly added to the English in the British Isles. In the southwest part of our country many Spanish words like *olla*¹ and *mesa* are commonly used and understood. The Dutch settlers in New York and Pennsylvania contributed many words like *sloop* and *schooner*. The American Indian has also had his part in the making of the English language; the words *wigwam*, *wampum*, *moose*, *skunk*, and others that you can probably think of, come from his speech. Place names also in many parts of the country are Indian, or attempts to copy Indian names; out of the forty-eight state names, twenty-five are of Indian origin. Our American pronunciation of English also differs from the standard in England, and varies greatly in various parts of this wide country. And because we have not the same customs or life, many words in American and in British English are distinct. We don't know what an Englishman means by a *lift*, a *goods-van*, a *cracker* (not our kind), or a *tram*. But the English language is nevertheless all one, and more interesting for these differences.

¹Pronounced *ô-ya*, a water-jar.

Latin-Greek words in English. Greek has likewise served as a treasure house in language making. Oftentimes when inventors or scientists have needed a name for a new invention or product they have turned to Greek for whole words or for roots to put in new combinations. In this way we have obtained the words *telephone*, *phonograph*, *autograph*, *photograph*, *biography*, and many others. Sometimes words are coined by joining a Greek root syllable with a Latin root, as *automobile*. *Auto* means "self" in Greek and *mobile* is Latin for "moving." Other examples of such combinations are *motor-cycle* and *aéroplane*. All those words derived from these two classical languages, Latin and Greek, we will call *Latin-Greek* derivatives. They are mostly exact words used in sciences. Let us remember that they have come into English gradually and from natural causes rather than because of foreign invasions.

ESSENTIAL PROBLEMS

1. What is the origin of most of our French words in English?

2. Make English words from the following list of French words:

gloire	langue	poursuivre
roi	chanter	château
raison	ennemi	façon
peuple	supplier	voyelle

3. Why do we usually class Latin and Greek words together in examining the structure of English?

4. Of the following two groups of English words of French origin which do you consider the more recent in adoption? Can you give two reasons?

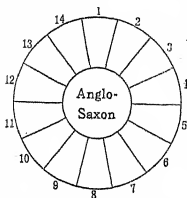
a

reason
feat
ticket
suit
merchandise

b

burlesque
chiffonier
rendezvous
barrage
chauffeur

5. Fill in all the different parts of the diagram below with the names of languages mentioned in this chapter.



What does the whole circle represent?

6. Give several examples of English words contributed from these various languages. Find at least one *new* example, if you can, for each language in the circle. Perhaps your father or mother can help you think of some to look up.

7. Look up the source of the following words; mark the language from which each word is contributed:

chauffeur
factory
bicycle
wigwam
ski
telegram
czar
sabbath

tea
stool
breakfast
chair
crag
dairy
rosary
caravan

yacht
mimic
building
janitor
paper
cherub
circus
alarm

8. Make a list of twenty-five common everyday words. Then look them up in your dictionary. What do you find out about the proportion of Anglo-Saxon words and those from other sources?

OPTIONAL PROBLEMS

1. Make a list of words of recent French adoption; probably your father can tell you some dating from the World War.

2. From the following ten words pick out the ones that are Anglo-Saxon and the ones that are Latin-Greek:

house	strong	true
automatic	bicycle	confer
telegram	geometry	aéroplane
	go	

Test any you are not sure about. See how near 100 per cent you can make your score.

3. The following words have interesting histories. Look them up.

trivial	trump	delirious
sophomore	umbrella	minstrel
lavender	terrier	enthusiast

4. Here is a list of Anglo-Saxon words whose meanings are harder to guess than those in chapter iv. See how many you can get.

eall	hunig	yfel
heorte	gear	magán
wudu	aefen	

5. Do you know any words that belong peculiarly to American English? *Buncombe* is a good example. Can you name any that have been dropped from American English and are used only in England?

6. To see how completely English, and especially American English, is a mixture of foreign languages, study the names of our states. Of the forty-eight names, twenty-five are of Indian origin. Of the remaining twenty-three, twelve are historically English, six Spanish, three French, and two American. Look up each name and find out its history.¹

7. How many words of Scandinavian origin, in use in the United States, can you name?

THEME ASSIGNMENT

Write a theme on any *pair* of words, as in Wamba's speech about Norman-French and Anglo-Saxon words—*calf* and *veal*, *pig* and *pork*, etc. For this read again the first chapter of *Ivanhoe*.

¹Read "The Origin of American State Names, by Fred W. Lawrence in Vol. XXXVIII, pp. 104-19, of the *National Geographic Magazine*. See also the *Pocket Atlas* (Rand McNally & Company).

CHAPTER IX

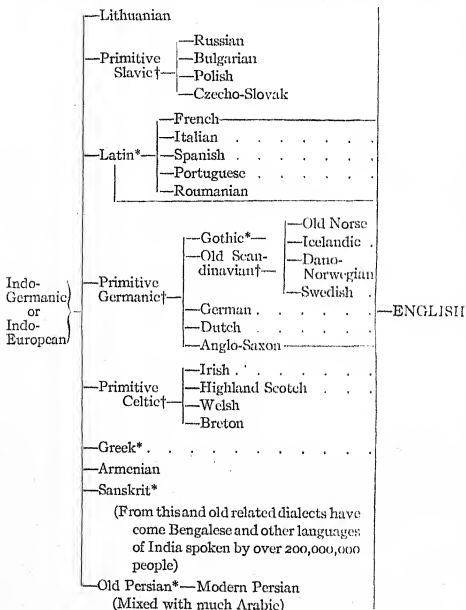
MANY ANCESTORS AND RELATIVES OF OUR ENGLISH SPEECH

The Indo-Germanic family. The chart on page 56 will show you how many European and Asian relatives our English speech has. They are all descended from an ancient language called Indo-Germanic or Indo-European. Sanskrit, which is still written and even spoken by learned men in India and other countries, is supposed to be nearest like this ancient language of any we know now. Practically all the other languages of the world—Chinese, Turkish, American Indian, and the rest—have also made contributions to our English vocabulary.

The list of words on page 57 will show you some of the likenesses and differences among several of the language relatives shown in the chart. You see that many of our common, simple words have a very long ancestry and many cognates—first, second, or hundredth cousins. These lists of "The Wide Relationships of Some English Words" are not to be learned and remembered. They are simply put here to show you why people speak of a great family of languages called the Indo-European, and make it clear that when we trace words to the Latin or Anglo-Saxon we are only pursuing them part way up or down their family trees.

THE FAMILY TREE OF THE PRINCIPAL INDO-GERMANIC LANGUAGES, SHOWING THEIR RELATION TO ENGLISH

[NOTE.—A dotted line shows that the language has contributed a considerable number of words to English. The three languages forming the main ancestry of English are connected with it by an unbroken line. The languages which have contributed only a few words to English have no connecting line.]



†A dead language—long since vanished.

*Survives mainly in literature.

THE WIDE RELATIONSHIPS OF SOME ENGLISH WORDS¹

SANSKRIT	GREEK	LATIN	GOthic	GERMAN	ANGLO-SAXON	ENGLISH
matr	meter	mater	— ²	mutter	modor	mother
pitr	pater	pater	fadar	vater	fæder	father
bhratr	phrater	frater	brothar	bruder	brothor	brother
dva	duo	duo	twai	zwei	twa	two
trayas	treis	tres	threis	drei	thri	three
pad	pod-	ped-	fotus	fuss	fot	foot
ad	edein	edere	itan	essen	etan	eat
aham	ego	ego	ik	ich	ic	I
nokt	nukt-	noct-	nahts	nacht	neahht	night
yuga	zugon	jugo	juk	joch	geoc	yoke

¹This is taken from a much larger table prepared by a high-school junior who had studied General Language in the seventh grade.

²Gothic is supposed to be the nearest like Primitive Germanic of any language of which we have knowledge. The Gothic word for *mother* was *aitai*, not the Indo-Germanic root which we have in *mother*, and their commoner word for *father* was *aita*.

German cousins of English words. The nearest relatives of English, you have seen, are the Germanic languages—German, Low German, Dutch, and the speech of Scandinavian peoples. The lists that follow will show you how many English words, even though they are quite differently spelled, are like not only their ancestor Anglo-Saxon but their cousin German. Most of the changes which Indo-European words have made in becoming English or German are illustrated in these lists. They are worth studying, not to remember, but to get an idea of the curious relationships of this large family of words.

Here are some words alike in spelling and nearly alike in pronunciation in German and English:

GERMAN	ANGLO-SAXON	ENGLISH
ring	ring	ring
oft	oft	oft
in	in	in
nest	nest	nest
bitter	bitter	bitter

Here the German cognate, or cousin, is closer to English in its spelling than the Anglo-Saxon ancestor:

GERMAN	ANGLO-SAXON	ENGLISH
arm	earn	arm
halle	heall	hall

(*a* as in *arm*)

In these words the changes are in pronunciation only—the spelling is exactly the same:

GERMAN	ANGLO-SAXON	ENGLISH
wind (vint)	wind	wind
west (vest)	west	west

winter (vinter)	winter	winter
mild (<i>i</i> as in <i>hill</i>)	mild	mild
hand (<i>a</i> as in <i>arm</i>)	hand or hond	hand
still (shtill)	still	still

In these words there are spelling changes, but the pronunciation in German and English is much the same:

GERMAN	ANGLO-SAXON	ENGLISH
volk	folc	folk
bevor	beforan	before
scheinen	scinan	shine
fischer	fiscere	fisher
haus	hus	house
mein	min	mine
bei	bi	by
boot	bot	boat

Here are other common related words:

GERMAN	ANGLO-SAXON	ENGLISH
selbst	self	self
schwester	sweoster	sister
morgen	morgen	morning
und	ond	and
manch	mænig	many
lang	lang or long	long
jung	geong	young

The following are some common verb forms:

GERMAN	ANGLO-SAXON	ENGLISH
er ist	he is (<i>e</i> like <i>a</i> in <i>hate</i>)	he is
er war (var)	he wæs (<i>æ</i> = <i>a</i> in <i>hat</i>)	he was
sie waren	hie wæron	they were

Others have become simplified in becoming English:

GERMAN	ANGLO-SAXON	ENGLISH
spenden	spendan	spend
springen	springan	spring
beginnen	beginnan	begin

Old Germanic consonants. It is interesting to know that the consonant sounds, such as *w*, *th*, *g*, *v*, *p*, *d*, and *t*, are closer to their old Germanic form in Anglo-Saxon and English than in German. Here are some common examples:

Germanic¹ *hw* (strangely spelled *wh* in English!) became *v* (spelled *w*) in German:

GERMAN	ANGLO-SAXON	ENGLISH
was (vas)	hwæt	what
	(æ = a in hat)	
wo	hwær	where
weil	hwile	while
	(i = e in be)	

Germanic *th* (þ) became *d* in German:

GERMAN	ANGLO-SAXON	ENGLISH
oder	oþer	other
erde	corþe	earth
du	þu	thou

Germanic *g* (pronounced as *y* in *yard*, but harshly) became *y* in English:

GERMAN	ANGLO-SAXON	ENGLISH
garten	geard	yard
(like <i>g</i> in <i>go</i>)		(<i>garden</i> is from French <i>jardin</i>)

¹Wherever here used, the word Germanic means Primitive Germanic, the dead language which is supposed to be the ancestor of the German, Scandinavian, and English languages (see the chart, p. 56).

regen (the first <i>e</i> like <i>a</i> in <i>hate</i>)	regn	rain
mag (<i>g</i> like harsh <i>y</i> in <i>yet</i>)	magan	may
tag	dæg	day

Germanic *d* became *t* in German:

GERMAN	ANGLO-SAXON	ENGLISH
flut	flod	flood
teufel	deofol	devil
Gott	God	God

Germanic *t* became *s* or *ss*, particularly between vowels:

GERMAN	ANGLO-SAXON	ENGLISH
essen	etan	eat
aus	ut	out
beissen	bitan	bite

In other words Germanic *t* became *ts* (spelled *z* in German):

GERMAN	ANGLO-SAXON	ENGLISH
zimmer	timber	timber
herz	heorte	heart
zu	to	to
zunge	tunge	tongue

Germanic *b* (a sound between *b* and *v*) became German *b*, but *v* in English:

GERMAN	ANGLO-SAXON	ENGLISH
raabe	ræfn	raven
abend	æfn	evening
leib	lif	(a)live

Germanic *p* became German *f*:

GERMAN	ANGLO-SAXON	ENGLISH
harfe	hearpe	harp
schlafen	slæpan	sleep
helfen	helpan	help

K usually remained *k* (or hard *c*). In the following words it was pronounced in English as late as Shakespeare's time (about 1600 A.D.), and it is always pronounced in German:

GERMAN	ANGLO-SAXON	ENGLISH
knie	cneo	knee
knabe	cnapa	knave
knecht	cniht	knight

K before an *i* sound corresponds to English *ch*:

GERMAN	ANGLO-SAXON	ENGLISH
kind (<i>i</i> as in <i>hill</i>)	cild	child
kirche	cirice	church

Ch corresponds to *gh* in English. It was pronounced in English almost until Shakespeare's time, and is always pronounced in German.

GERMAN	ANGLO-SAXON	ENGLISH
nacht	niht	night
recht	riht	right

Old Germanic vowels. The German vowels, however, are closer to the ancestral sounds than our English ones. Germanic *ai* (pronounced like *i* in *line*) became *o* in English. Here are examples:

GERMAN	ANGLO-SAXON	ENGLISH
bein (pronounced <i>bine</i>)	ban	bone
eiche	ac	oak
nein	na	no

The *u* sound (as in *dune*) became the sound *ow* (sometimes written *ou*) in English:

GERMAN	ANGLO-SAXON	ENGLISH
<i>nu</i>	<i>nu</i>	<i>now</i>
<i>mund</i>	<i>muð</i>	<i>mouth</i>

Germanic *au* (like *ou* in *house*) sometimes became long *e* in English, but sometimes it became *ou* (see *aus-out*, p. 61):

GERMAN	ANGLO-SAXON	ENGLISH
<i>baum</i> (tree)	<i>beam</i>	<i>beam</i>
<i>trawu</i>	<i>dream</i>	<i>dream</i>
	(<i>joy, mirth</i>)	

Germanic *an* sometimes changed to a *u* sound (as in *dune*), usually spelled *oo*:

GERMAN	ANGLO-SAXON	ENGLISH
<i>gans</i>	<i>gos</i>	<i>goose</i>
<i>zahn</i>	<i>toð</i>	<i>tooth</i>

The umlaut letters and their relatives in English are curious. Umlauts are shown by marks above letters like this: *ä, äu, ö*. Most English plurals which are different in vowel sound from their singulars, and some other words like those in the lists below, are descended from umlaut words in Germanic languages:

GERMAN	ANGLO-SAXON	ENGLISH
<i>mäuse</i> (plural of <i>maus</i>)	<i>mys</i>	<i>mice</i>
<i>männer</i> (plural of <i>mann</i>)	<i>men</i>	<i>men</i>
<i>gänse</i> (plural of <i>gans</i>)	<i>ges</i>	<i>geese</i>

füsse (plural of <i>fuss</i>)	fet	fect
läuse (plural of <i>laus</i>)	lys	lice
hölle	hell	hell
küssen	cyssan (an umlaut form of <i>cossan</i>)	kiss
sünde	sinn	sin

Summary. All that the lists and examples in this chapter are intended for is to make clear to you how close together English and German are. If reading the chapter has made this real, then you have what it was meant to give you. You have gained still more if you have noted that English consonants like *th* and *d* and *wh* are close to Primitive Germanic sounds, while German vowel sounds like *u* and *ai* and *a* are closer to their ancestor than the English ones. Working the problems below will probably help to fix these ideas so that you will remember them.

ESSENTIAL PROBLEMS

1. If you want to find more words which are closely related in German and English, the lists of changes in Germanic sounds on pages 60 to 64 will help you. For example, to find the English cousin of German *heilig*, you need only look for the German words with *ei*, like *nein* and *bein*, and note that the English branch sounds it long *o* as in *no*; then find the German words with *g*, like *garten* and *mag*, and their relatives with *y*, like *may*. Now you have it: the English cousin of *heilig* is *holy*!

What common everyday English words are related to these German words?

finger	sagen	kuh
singen	tief (pronounced <i>teef</i>)	salz
wasser	zeit (pronounced like <i>site</i> with <i>t</i> before it— <i>tsite</i>)	licht

2. Look up the Anglo-Saxon ancestor of each of the English words you found in question 1.

3. Find the rare umlaut plural—one with a change in sound—of *brother* and *cow*, and the umlaut comparative of *old* (another word for *older*).

4. Find the Anglo-Saxon ancestor of these words:

stile	milk	shears	work
stirrup	silly	deer	year
fret	share	soap	daisy

An unabridged dictionary will tell you also about the German cousins of these words and others of their relatives.

OPTIONAL PROBLEMS

1. The plural of German *kind* (*child*) is *kinder*. Is this shown in English *children*? Is there a plural like that of *ox* in it too?

2. Look up *live*, *lych-gate*, and *lyke-wake*, and find their Anglo-Saxon and German relations.

You will have to use an unabridged dictionary for optional problems 2, 3, and 4.

3. Look up the words *wolf*, *heart*, *goose*, *door*, *knee*, to find their many Indo-European ancestors and relatives.

4. Do the same with the ordinary numbers from *four* to *nine*.

THEME ASSIGNMENT

Write the story of a reunion of a group of words you have learned about which has five or six members in various parts of the world.

READING SUGGESTIONS

You will find many quite interesting stories about the ancestry and history of common English words in Greenough and Kittredge's *Words and Their Ways in English Speech*. Your teacher will no doubt give you credits for optional problems for any chapters from this book which you read and report on in writing; or, if there is time in class, you can report on a dozen or more curious discoveries from any chapter you have read.

Something about the life of many of the peoples who spoke the various Indo-Germanic languages is told very pleasantly in Andrews' *Ten Boys Who Lived on the Road from Long Ago to Now*, in Hendrik van Loon's *Story of Mankind*, with its funny illustrations, and in other histories you may be able to find. Here is more material for reports for optional credits.

CHAPTER X

MORE ABOUT THE DICTIONARY

How spelling and pronunciation were settled. Although what we call modern English has been in use since 1400 A.D., the English of that time and even of two hundred years later would be very difficult, if not impossible, for us to understand. If Shakespeare were actually to speak to us, it would be much harder to understand him than to read his plays, written about 1600 A.D., as they are now printed. The greatest differences between his English and ours are in pronunciation and spelling.

In early times there was almost no way to decide what was correct in spelling or pronouncing. There were no printers, and copyists spelled about as they liked. Printers came nearer to agreeing on spelling, and dictionaries helped still more. The first attempts to make any were merely chance lists of interesting words. Usually these gave no idea of how they should be pronounced or used. But in 1755, not long before our American Revolution, Dr. Samuel Johnson, by means of enormous labor and study, finished what may be called the first really important, big English dictionary. He made his book a standard of good use of words and of pronunciation and gave examples from well-known

authors. In the years since then, largely by the aid of dictionaries, the spelling and pronunciation of the language have grown much more uniform wherever it is spoken. Larger and better dictionaries have been made, some of which you know; the greatest is the *New English Dictionary*, in eight huge volumes, edited by Dr. Murray, of Oxford, England, and other scholars in all parts of the world.

ESSENTIALS

PROBLEMS FOR CLASS DISCUSSION

1. What is necessary before any language can have a fixed spelling and pronunciation? Who first provided this adequately for the English language?
2. Could we understand an Englishman of 1400? State the chief differences between his English and ours.
3. From your reading and experiments with words, what do you consider the three most important languages that have contributed to English?
4. What kinds of words, for the most part, have we borrowed from Latin and Greek, or the classical languages? Why do we call Latin and Greek classical?
5. Do you know words to express the following ideas?
 - a self-moving vehicle
 - an under-sea boat
 - room where books are kept
 - process of carrying across
6. On pages 69-70 are examples of Middle English and modern English taken from writings of the centuries 1250 to 1700. Perhaps these extracts will show how Anglo-Saxon through gradual change and growth became modern English. Study each one to find out whether it is written mainly in Anglo-Saxon English or in Latin English.

English of 1250—Poem by an anonymous author:

Summer is icumen in
Lhude sing cuccu
Groweth sed and bloweth med
And springeth the woode noo;
Sing cuccu.

English of 1380—Wycliffe, translation of the Bible,
from first chapter of St. Mark:

As it is writun in Ysaie, the prophete,
"Lo, I send myn angel before thi face,
That shall make thi weye redy before thee."

English of 1400—Chaucer, Prologue to *Canterbury Tales*:

Whan that Aprille with his shoures soote
The droghte of Marche hath perced to the roote,
And bathed every veyne in swich licour,
Of which vertu engendred is the flour.

Fifteenth-century verse—Henryson (a Scotch poet,
ca. 1425—*ca.* 1500), "The Tale of the Paddock and the
Mouse":

Upon a time, as Æsop could report,
A little Mouse came to a river side;
She nicht not wade, her shankes were sa short;
She could not swim, she had na horse to ride;
Of very force hehoved her to bide,
And to and fra beside the river deep,
Crying she ran, with mony a piteous peep.

"Help ower, help ower!" this silly Mouse gan cry,
"For Goddess luv, some body o'er this brim!"
With that a Paddock in the water by,
Put up her heid, and on the bank gan clym,
Whilk by nature could duck, and gaily swim.
With voice full rauk, she said in this maneir:
"Gude morn, Sir Mouse, what is your errand here?"

Early seventeenth century—Shakespeare, *Macbeth*, as printed in 1623:

ACT I; SCENE III. *A Heath*

Thunder. Enter the three WITCHES.

FIRST WITCH: Where hast thou been, sister?

SECOND WITCH: Killing swine.

THIRD WITCH: Sister, where thou?

FIRST WITCH:

A sailor's wife had chestnuts in her lap,

And mounched, and mounched, and mounched:—

'Give me,' quoth I:

'Aroint thee, witch!' the rump-fed ronyon cries.

Her husband's to Aleppo gone, master o' the 'Tiger,'

But in a sieve I'll thither sail,

And like a rat without a tail,

I'll do, I'll do, and I'll do.

Eighteenth century—Addison, *The Spectator*, Monday, July 9, 1711, No. 112, "An Account of Sir Roger de Coverley at Church":

I was Yesterday very much surprized to hear my old Friend, in the Midst of the Service, calling out to one John Matthews to mind what he was about, and not disturb the Congregation. This John Matthews it seems is remarkable for being an idle Fellow, and at that Time was kicking his Heels for his Diversion. This Authority of the Knight, though exerted in that odd Manner which accompanies him in all Circumstances of Life, has a very good Effect upon the Parish, who are not polite enough to see any thing ridiculous in his Behavior; besides that, the general good Sense and Worthiness of his Character, make his Friends observe these little Singularities as Foils that rather set off than blemish his good Qualities.

STUDY PROBLEMS

1. Look up the following words for the stories back of them:

Calling People Names

nickname	wretch	pagan
heretic	knave	caitiff
heathen	brat	shrew
gossip	ogre	lunatic
villain	blackguard	idiot

2. Our word *ambition* comes from the Latin word *ambitio*, which means "going about (looking for votes)." In Rome the only ambition really worth while seems to have been to hold office.

Find out, from an unabridged dictionary if possible, the stories which are connected with these words:

candidate	capricious
tribulation	aspirant
insult	assault
secretary	janitor
arena	consult
sarcasm	somersault



OPTIONALS

1. Write the story of an Anglo-Saxon word—such a word as *let*, *bind*, or *clumsy*, for example. Look up its family and history first. *Let* is a word which turned square around and came to mean the opposite of what it had meant. Can you find out how this happened? So did the word *restive*, from the Latin. Then there are strange relatives like *queen* and *quean*; do you know about them?

2. What determines chiefly one's choice between short Anglo-Saxon words and longer Latin ones?

3. What class of people would be most likely to use each of the following expressions?

- a. Any temperature?
- b. How many bushels to the acre?
- c. What percentage of nitrates?
- d. Was the plaintiff's injunction valid?
- e. What is our latitude and longitude?
- f. Our diet needs more vitamins.

Which words in these expressions are Anglo-Saxon, which Latin in origin?

4. See how many of the words in problem 2, page 71, you can use in a short paragraph. Make it funny if you want to.

THEME ASSIGNMENT

Continue the story of the search for Crazy's leg from the end of chapter vi of *Eileen's Adventures in Wordland* by Zillah MacDonald.

CHAPTER XI

REVIEW OF PRECEDING CHAPTERS FOR 100 PER CENT MASTERY

ESSENTIALS

1-2. Read over all the history of English given in the preceding chapters. Make a chart of your own; let one-half inch stand for one hundred years. Mark each word invasion and other important event with a cross and explain briefly what each cross means.

3. Each of the following phrases is descriptive of a man famous in the early history of the English language. Who are the six men?

- a. The first conquering invader of England
- b. A Saxon king of great prowess and learning
- c. The winner of the battle of Hastings
- d. The father of English verse
- e. A Bible translator of the fourteenth century
- f. A pioneer dictionary maker of much ability (1755)

4. What two languages have given most to English? What two others are next in importance as contributors?

5-8. Write after each word its origin, L., Fr., A. S., etc.:

studio	heathen	mile	annual
feat	chiffonier	table	hangar
home	street	priest	concert
colony	assassin	potato	man
car	tea	ambition	stone
low	avenue	prefix	barrage
psalm	hearth	optional	
ski	the	bard	

9. What four things does the dictionary tell about a word?

10. For each of the following groups of Latin words write the route by which the group came into English.

<i>a</i>	<i>b</i>	<i>c</i>	<i>d</i>
hymn	street	position	apex
aisle	colony	submarine	exit
priest	Worcester	committee	alumna

PROBLEMS FOR ADDITIONAL DRILL

1. What three important word invasions were there before 1100 A. D.?
2. What was England called before it received its present name?
3. Where do the names *England* and *English* come from?
4. What has Anglo-Saxon contributed to English?

Who is leading on the Optional Score Board?

REVIEW OF OPTIONAL PROBLEMS

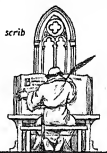
1. Take any word you know which has survived from Latin or French into English. Write its biography or autobiography. *Feat* and *merchant* are good ones. The words *alumnus* and *exit* have come unchanged from Latin directly into English.
2. Read Act I, scene 1, of *The Merchant of Venice* or *Julius Caesar*. Make a list of the words which are not in common use now. What does *obsolete* mean?
3. What is a *colloquial* expression? Give five examples.
4. Does American English differ in different parts of the country? What is a *localism* or *dialect form*?

CHAPTER XII

THE FAMILY TREES OF ENGLISH WORDS

The key syllable or family name formed by the root of a word. We talked about derivatives in the preceding chapters, so that you probably discovered what the word means. It really means a descendant of a smaller word or root. These roots—usually Latin or Greek—appear somewhat disguised in English, but they are really the descendants of old Latin families.

The root of an English word is, therefore, the essential part, the key syllable, or the family name—and the suffixes and the prefixes identify the various members of the family. Thus in the *scrib* family the root *scrib*, meaning “to write,” carries the big idea of each word. With the prefix *in* we get *inscribe*; by adding the suffix *tion*, we get *inscription*, etc. Here are almost the entire families of *scrib* and *port*:



scrib { de-scribe
sub-scribe
sub-scrip-tion
con-scribe
in-scribe
de-scrib-ing
in-scrip-tion
de-scrip-tion

port { por-ter
re-port
re-port-er
ex-port
im-port
im-port-ance
trans-port
trans-port-ation

ESSENTIAL PROBLEMS

1. From the list on page 63 can you guess at the meaning of the root *port*? From what language does it come? Verify your guess by the dictionary.



2. Look up the meaning of *prefix*. Try with *port* the prefixes used with *scrib*, and see what you get. What happens to the *b* in *sub* when it comes before *port*? What happens to the *n* in *in*?

3. *Duc* is a Latin family name meaning "to lead." It is the ancestor of such common words as *conduct*, *product*, etc. List all the derivatives of *duc* that you can.

4. From the root *mitt* (*miss*), meaning "send," build all the derivatives you can.

5. *Fac* is the Latin head of a large family of both Latin and English representatives. It means "do" or "make," as in *factor*, *factory*. In many of its derivatives, however, the vowel has changed to *c*. Thus in *refectory* or *perfection*, if you analyze the words you can see the root meaning of *fac*. Be on the lookout for words with changes of this sort. Find at least ten derivatives of the root *fac*.



6. Form at least ten derivatives from the root *ced*, *cess*, which means "to go," as in *procedure*, *procession*. The root is somewhat changed in *proceed*.

7. Collect a family group from the root *vid, vis*, which means "to see," as in *vision* and *provide*.

8. How many words have you added to your vocabulary book from this lesson?

OPTIONAL PROBLEM

Words from various countries: a lesson in geography and commerce. Look up each one and learn its story.

currant

guernsey

damask

china

jersey

meander

calico

bantam

shanghai

canary

worsted

Shetland

Do you know of others? Probably your teacher or your father and mother can suggest more.

THEME ASSIGNMENT

Write an adventure of a member of one of the good Latin families *Scrib, Port, or Duc*.

READING SUGGESTION

Read some of the stories in D. E. Smith's *Stories from Numberland*.

GRAMMAR—LESSON I

As your teacher may have told you, this book is planned, for one thing, to help you when you study other languages. Now, the first thing to learn about a foreign language, just as when you learned your own, is some of the words. You have been doing this already for Latin, French, and Anglo-Saxon. The second essential is finding how words are built into sentences.

In the grammar lessons of this book you will learn how sentences are made in all the languages you are likely to study later. These lessons may look rather easy; but really *mastering* them is different from just working at them. If you are genuinely master of the grammar in this book you will be quite able to take up lessons in French or Latin, Spanish or German later. For real mastery you must get 100 per cent, not just 70 or 75 per cent, in every essential lesson. As soon as you do, you are exempt from the supplementary grammar sentences; but you must work until you are *master*. You can then do optional problems or read interesting books, or perhaps you can help your classmates master their work.

What is a sentence? The very foundation of English, or of any other language, is knowing just where a sentence ends, knowing what makes a sentence. You may think you know this; but if you really do, you are wiser than a good many pupils in senior high school.

I. To form a sentence a group of words must *say something* or ask a question. Which of the following groups of words *say anything*?

1. The north wind roared
2. The girl with the green parasol

Do you *say anything* about the girl with the green parasol? If you don't, it is not a sentence. You have a subject, but no assertion word or verb; you don't *say anything* about the subject, *the girl*.

3. The girl with the green parasol walked down the beach

What is the difference between this sentence and number 2 on the preceding page?

4. The shortest day in the year
5. On account of low marks
6. After a hasty flight through the grove

Do these sound complete? What is missing?

7. How to build a fire

What are you talking about in number 7? Do you *state anything* about the fire?

8. Upon opening the door
9. Their first journey
10. Down the river to the town

II. Check the ones in these next groups that are sentences:

1. Looking down the road
2. To do a thing like that
3. To look from the steeple
4. It was a stormy night
5. The dead on the shore and the village in ruins
6. A blue dress with white collar and cuffs
7. Jumping and skipping
8. The swim was the best part of all
9. Towser, a little black dog
10. Sometimes caravans perish in the desert

III. Do any of these next groups of words *say anything*—make a statement or ask a question?

1. A blind man with a green cotton umbrella and a mangy little dog

2. The old red cow with the crumpled horn
3. Tents just large enough to keep off the rain
4. On other buildings the flags of different countries
5. A blind negro looking for a black kitten in a coal cellar
6. A sorrel horse tied to a tree
7. A hatless man running down the road with a white parasol
8. An old blind man being led by his little black poodle dog
9. Once a week some candy, and no ice-cream sodas
10. Baseball returns are received here

If these are not sentences now, what do they need to make them sentences?

CHAPTER XIII

THE ANCESTRY OF THE COMMONEST ENGLISH PREFIXES

ESSENTIAL PROBLEMS

In this lesson we will learn four of the most common prefixes.

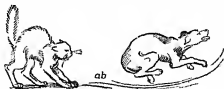
1. The Latin prefix *ad* means "to" or "toward," as in *advent*, *admit*, *advocate*. Often the *d* changes to the consonant which follows it, as in *accept*; it would sound awkward to say *idcept*. So the *d* also changes in *appreciate*,



approve, *acclaim*, and many other words. Its meaning, however, always remains the same. Write all the words you can think of which have *ad*, or some modification of it, as a prefix meaning *to* or *toward*.

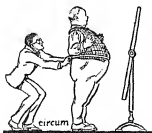
2. The prefix *a*, *ab*, *abs*, means "away from." List all the words you can which begin with this prefix.

3. With the seven roots you learned in chapter xii and these two new prefixes, how many combinations can you make? See who can get the highest score in this puzzle problem.



4. Find as many words as you can having the prefix *con*, *com*, which means "together," as in *consult*, *conspire*.

The *n* often changes to *l*, as in *collect*, for the sake of euphony. What does *euphony* mean?



5. Form a group using the prefix *circum*, "around"; for example, *circumnavigate*.

6. Identify the family name of each word. List the prefixes with their meanings:

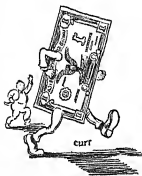
revise
committee
ascribe

concession
commission
conscription

admission
advice
circumference

OPTIONAL PROBLEMS

1. Form a word group from the root *magn*, "large." Example, *magnitude*.



2. The root *curr*, "to run," has *current* and *currency* in its family. Find the rest of the group.

3. Make a list of words using the prefix *super*, "above," as in *superhuman*.

4. The words in the following list deal with mathematics and the use of money. Find out their histories.

score
tally
calculate
salary
bankrupt
dollar

specie (different of
course from *species*)
cheap
check
exact
teller

algebra
excise
expend
index
currency
tale (count)

5. Write a short paragraph about early ways of keeping count that three of these words tell you of.

6. Pick out the roots in the words listed. How does the original root meaning in each work into its present use?

aqueduct	postscript	adventure
portage	missile	pronoun
reduction	adjective	procedure
transmission	visor	speculate

GRAMMAR—LESSON II

The verb. Find the verb in the following sentences. We want only the chief asserting word—the word that says something or states. In the sentence *The donkey ate three bales of hay* it is the donkey we are talking about. Now let us find a test for the verb. Try saying *the donkey* with each one of the remaining five words in the sentence. Which word combined with *the donkey* makes a statement? That word is the verb. It states or says something about the donkey.



I. Underline the ten verbs in these sentences:

1. Mr. Jones signaled the chauffeur to stop.
2. One day a letter came for Dick.
What did the letter *do*?
3. Hastily Jim sought the camp.
4. Down the road ran a boy at top speed.
5. Then arose the question of leaders.
6. His escort of Rough Riders closed around him.
7. No man in New Salem knew much about law.
8. All the weaver's money was there in the pit.

Was, were, is, are, are all forms of the verb *be*; unlike most other verbs, the verb *be* does not state

any action, but it is a chief word in saying something. Here it states that the money *was* there in the pit. So, of course, it is a verb.

9. Many people were on the streets.
10. Mr. Peterkin made some inquiries about foreign languages.

II. For 100 per cent mastery underline all verbs:

1. The seniors won.
2. A crowd collected on the sidewalk.
3. The Turk smiled at the idea.
4. Quentin leaped upon the battlement.
5. Henry was in an angry mood.
6. Dick swam clear across the lake.
7. A strange traveler came to the door.
8. I told them a story.
9. Jack hopped on the wagon.
10. The Freshmen played a great game.

III. Additional drill on verbs:

1. Forty French fought.
2. Tom entered.
3. The troops withdrew.
4. The boys skated.
5. Carpentier lost.
6. The farm hands quit.
7. The Senate approved.
8. Ten runners started.
9. The chorus sang.
10. The Boy Scouts.

Do all these deserve periods? Do all state or assert? Is there action in all the assertion words? Must all verbs express action? Give two examples of verbs that do not express action.

MYTHOLOGY — LESSON I

Can you find how these words happen to have come into English and to mean what they do?

volcano	jovial	atlas	Parnassus
martial	panic	fatal	Pegasus
cereal	cupidity	musical	mercury

An unabridged dictionary tells a little about these words, but not the whole story. For every one of them there is a legend hundreds of years old, and a very interesting one indeed. These, and others told in Greek and Latin myths, will be the subjects of our mythology readings. Be on the lookout for more words that have come into English from the myths.



ESSENTIAL PROBLEMS

1. Find out who Jupiter or Jove, Juno, Pluto, and Neptune were. What were their Greek names?

2. Who was their father, and what kind of god was he? What happened to him? and why?

3. Who were the gods whose names give us the words *panic*, *volcano*, *cereal*, *cupidity*, *mercury*, *martial*, *jovial*?

4. Read the story of the reign of Jove and the great flood sent to earth by the gods. Who were Deucalion and Pyrrha? Are their adventures like any other story you know?

5. What was the Greeks' idea of the shape of the earth?



The following is a list of books in which full accounts of all stories mentioned in the mythology lessons are given:

Bulfinch, *Age of Fable*
Tatlock, *Greek Myths*
Hutchinson, *Muses' Pageant*
Guerber, *Stories of Greece and Rome*
Peabody, *Old Greek Folk-Stories*
Gayley, *Classic Myths*
Lang, *Classic Myths*
Buckley, *Children of the Dawn*
Hutchinson, *Evergreen Stories*
Hawthorne, *Tanglewood Tales*

OPTIONAL PROBLEMS

1. Locate Greece on a map of Europe.
2. Why should we know something about the Greeks? Are there any old Greek customs in our country today? Do you ever hear the Greek heroes or gods mentioned or see anything about them? Perhaps your father or mother can help you answer this question.
3. What is mythology? What does the ending *ology* mean?
4. How many ways can you think of in which *ancient ideas* influence our modern life?
5. When was the Golden Age of Greece? Contrast Greece of 300 B.C. with Greece of today.

CHAPTER XIV

MORE LATIN FAMILY TREES

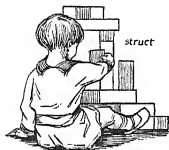
ESSENTIAL PROBLEMS

1. Find as large families of words as you can from the following ancestors:

struct, "build." Example, *destruction*

spec, "sight." Example, *spectacle*

pos, "place." Example, *position*



2. The prefixes *e*, *ex*, mean "out of" and *de* means "down from," as in *export*, *edict*, and *depose*. Form word groups using these prefixes.

3. Most of the roots that you have studied had large families of words in Latin, as you may learn later, and many members of these families migrated into English, directly or through the French language. Besides, English has been free in building new words from these roots. On the next page are groups of roots and prefixes of which you know the meanings. Put them together

in as many ways as you can. List your results that you may see who gets the most.



Roots	Roots	PREFIXES
port	pos	c, ex
fac	spect	ad
scrib	struct	a, ab, abs
mitt, miss		con
vid, vis		circum
ced, cess		de

OPTIONAL PROBLEMS

1. Form word groups from the roots *equ*, "equal," and *firm*, "steadfast."
2. List as many words as you can which use the prefix *bene*, "well," as in *benefactor*. Why is this newspaper headline funny: "Woman Robbed by Benefactor"?
3. Pick out the roots and prefixes in the following list:

abdicate	missionary	abductor
productive	scribble	support

GRAMMAR — LESSON III

Subject and verb. What must a group of words do to be a sentence? What two things *must* a sentence have? We must be *sure* of verbs before we go on.

I. Try the same test that you used in Grammar Lesson II with these sentences. Underline every verb.

1. The man fell from the second-story window.
2. The dog did all his tricks for the guests.

Are you talking about the dog or his tricks?

3. Elspeth saw Tommy and Grizel.
4. Junior went to the doctor's office that afternoon.
5. John borrowed a pen.
6. The boys hastened across the bridge.
7. Caesar conquered England.
8. The pig squealed loudly.
9. Monday was cold and rainy.
10. Countless Russians died in the World War.

II. Try this list for 100 per cent mastery:

1. The old man's wig blew off.
2. The president signed the bill.
3. Congress reduced the people's taxes.
4. The cat hung on two legs.
5. Jim lived with his older sister.
6. They awoke with a start.
7. The party lasted until ten o'clock.
8. Twice a day an inspector appeared.
9. On this island no enemies ventured.
10. Among the smilax and holly a wreath of mistletoe hung invitingly.

The subject. Now that we can recognize a sentence and know a verb, our next challenge is to find the subject. How can we do it? The simplest test is to ask ourselves *what* we are talking about; that always is the subject. In the sentence *The black dog in my yard barked*, what are you talking about? It surely isn't the yard! *Who* or *what* barked? Dog, of course. It is always best to find the *one word* that the verb is



talking about. Then you are sure of having the subject.

I. Find the subjects of these sentences:

1. First I went into the yard.

Who or what *went*?

2. The block plane is about six inches long.

3. He shouted in vain.

4. The cat had eight kittens.

5. Molly often watched Nora, the cook.

6. Mrs. Smith walked primly into the store.

7. Six dogs ran after one another.

8. The story of Prometheus is an interesting one.

What is interesting?

9. The bowl was beautiful.

10. The class of eighteen pupils listened eagerly.

Who listened? What does *of eighteen pupils* really do? You will find out more about this on pages 141 to 144.

II. Find subject and verb. Underline every verb twice, every subject once:

1. Jack rested after the race.

2. Quentin strolled about the streets of Liège.

3. John finally arrived at home.

4. Sometimes fruit trees are in bloom in the middle of April.

5. You were wise to sell your horse.

6. Patty's first letter was almost cheerful.

7. The murderer escaped.

8. The mayor greeted the distinguished visitors.

9. All goods drawing boards are warpleless.

10. The cow cropped the grass.

MYTHOLOGY—LESSON II

1. What did the Greeks believe about the creation of the world?

2. From your reading in any one of the mythology reference books, tell the story of Prometheus and Pandora.

3. Following are the names of the twelve greater divinities, who, the Greeks thought, were the rulers of heaven and earth. The first name is Greek, the second is Latin.

Zeus—Jupiter or Jove

Athene—Minerva

Hera—Juno

Ares—Mars

Aphrodite—Venus

Phœbus—Apollo

Artemis—Diana

Hermes—Mercury

Hephæstus—Vulcan

Dis—Pluto

Poseidon—Neptune

Demeter—Ceres

Learn their names and over what each ruled. Choose one of the twelve, by lot if you like. Find out all you can about the deity whose name you have drawn. Prepare a brief autobiography, telling about yourself. Let the class guess who you are.

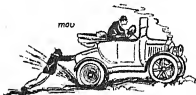
Do any English words come from these names or stories?

CHAPTER XV

THREE MORE WELL-KNOWN LATIN ANCESTORS AND THEIR FAMILIES

ESSENTIAL PROBLEMS

1. The roots that we are going to use as foundations for new word groups in this lesson are especially well known, so that you should find at least fifteen representatives for each of them.



mov, mot, meaning "move," as
in *movable, motive*

dic, dict, meaning "say," as in
dictate, diction

fer, meaning "bear," as in
infer, defer

2. Find in the dictionary ten words which are new to you, in which you notice any of the roots or prefixes you have studied.

3. Below is a list of common names derived from proper names. Use this list for dictionary practice in speed and accuracy. Find out the origin and history of these words—best in an unabridged dictionary:



dunce
copper
macadam
guillotine
martinet
sandwich

marigold
tawdry
palace
silhouette
magic
bedlam

4. For the reasons which you learned in the first few lessons, we have many instances in English where the French or Latin-Greek and the Anglo-Saxon have each yielded us a word. Thus we have the duplicates or *synonyms*: *foresight* and *providence*, *murder* and *homicide*, *love* and *charity*, *feeling* and *sentiment*.



Can you duplicate the following list with Latin derivatives?

handbook	to unload	bodily
forerunner	unreadable	bloody
freedom	unfriendly	manly
to whiten	almighty	womanly
to soften	kingly	

OPTIONAL PROBLEMS

1. Find in your dictionary some families of English words from the following roots from the Latin:

fid, "faithful," as in *fidelity*

flu, "flow," as in *fluid*

2. Build a list of words from the prefix *male*, meaning "evil, sinister."



3. Look up the family of words represented by *candid*, *candle*, and *incandescent*. Is *candidate* one of the group? What does this word tell you about election campaigns in Rome? You will learn more about these when you read Shakespeare's plays *Julius Caesar* and *Coriolanus*.

How many words have you recorded so far on the Vocabulary Score Board? What is your standing on the Optional Score Board?

THEME ASSIGNMENT

See whether you can tell the story of this picture, of the root of *dictate*, *interdict*, and many other words. Is *indict* one of this group of words, as the picture suggests? (How do we pronounce *indict*?) Do *contradict* and *predict* come into your story? What is the meaning of the *dictator's edict*? Perhaps two or three of the best stories may be read aloud in class, or perhaps they may even be sent to other classes which are also studying *General Language*.



GRAMMAR — LESSON IV

Subject and verb. The subject is not always the first word in the sentence. Sometimes it comes after the verb, as in this sentence: *Gone are the good old days.* *Days* certainly is what you are talking about, isn't it?

I. Find the subjects in these sentences:

1. Then came winter.
2. Fiercer blew the wind.
3. Down came the hammock.
4. Up flew the window.
5. Smoothly glided the boat over the water.
6. Faintly came the sound of music.
7. In the distance there sounded the roar of the huge cannon.
8. Suddenly there appeared a stranger at the door.
9. "No!" shouted John.
10. "Never!" he cried.

II. Underline the verb with two lines, the subject with one:

1. Silently one by one blossomed the lovely stars.
2. Ever of her he thought in the long summer evenings.
3. The congressmen debated for sixteen hours.
4. This cruel enmity lasted through four generations.
5. In spite of his violent struggles John only succeeded in freeing one hand.

Is *freeing* a verb here? Does it state anything?

6. In vain the north wind raved.
7. The world revolves about its axis at tremendous speed.
8. After hitting the iceberg the *Titanic* sank rapidly.

How about *hitting*? Does it state anything in this sentence? Can *freeing* or *hitting* ever state anything without the help of a real verb like *is* or *had been*?

9. Hour after hour the poor dog rambled through the grounds in search of his master.
10. Vain were his hopes of riches and renown.

Subject and verb in inverted order. (1) A question is simply a statement wrong side around, with the cart before the horse, as it were. (2) To find its subject and verb, simply turn a question into a statement.

1. Isn't he a sordid miser?

By changing this sentence to *He is not a sordid miser*, what do you find is the subject? the verb?

I. Find the subjects and verbs in the following questions:

2. Was the lamp shade suitable for a Christmas present?
3. Is the little village on the top of the hill?
4. Why are you so late?
5. Was Dick absent from class?
6. Where were you this morning?
7. Was Queequeg a native of the South Sea Islands?
8. Have you any money in your pocket?
9. When was Mr. Hart in Chicago?
10. What is the matter?

II. For those who did not get 100 per cent on the preceding ten sentences, here is a chance for *mastery* of one-word subject and verb:

1. Which book have you?
2. Who solved the problem?
3. Where was the house?
4. What on earth was that noise?
5. Are you ready for the picnic?
6. Was the auto a Rolls-Royce?
7. Who visited Harry this morning?
8. Was the prisoner actually guilty?
9. Why was Jerry here so early?
10. Where were the picnickers during the storm?

MYTHOLOGY—LESSON III

ESSENTIAL PROBLEMS

1. Name at least six lesser divinities and characterize each briefly.
2. Read the story of the twelve labors of Hercules.
3. Tell the story of Paris and the Golden Apple. End your story when Paris gets what the goddess promised him.

THEME SUGGESTIONS

1. Write a short theme telling one adventure of Theseus or of Perseus.

2. Write a story about a man whose name has become a common one, for example, about "Mr. Macadam and a Stone-Breaker," or "General Martinet and a New Recruit."

3. Write the story of some twin words in English—*bloody* and *sanguinary*, *love* and *charity*, *home* and *domicile*, for instance, or *freedom* and *liberty*, *motherly* and *maternal*—in their struggles or their friendships.



CHAPTER XVI

MORE ABOUT WORD BUILDING

Two of the most interesting Latin prefixes are the same in spelling. *In* in words like *inject*, *induce*,

and *inspire* means "into"; in *incredible*, *inaudible*, *inaccurate*, however, it means "not."

Here, as in *ad*, the *n* often changes to suit the following consonant, for the sake of

euphony, as in *illegal*, *impossible*. (Do you remember what *euphony* means?)



ESSENTIALS

1. Find at least ten words with the prefix *in*, meaning "into." Then find ten with the prefix *in*, meaning "not."

2. How many combinations can you make with the three roots *mov*, *dic*, and *fer* and the two prefixes in this lesson?

3. Identify the roots and prefixes in the following words:

invisible

immovable

expose

indict

vista

abduction

promote

inscription

circumference

affect

deport

instruction

OPTIONALS

1. Many of the most respectable words in the English language have their origin in old slang. Find out the original meanings of the following words:

recalcitrant	rostrum
insult	rummage
absurd	sarcophagus
aspirant	scamper
antenna	school
scorn	prestige
supercilious	opportune
remorse	sarcastic



2. Oftentimes a people's use of a single word will tell us a great deal about its real life as a nation. What does the Greek word *idiot* show by its history about the political life of the Greeks?

GRAMMAR—LESSON V

Subject and verb. There is something different about the subjects in these sentences.

I. Underline verbs twice, subjects once:

1. The snow and sleet beat against the windowpanes.
2. The noise and roar of the traffic filled the city street.
3. Men and women jostled one another in the hurrying throng.
4. The French and English clashed on many a battlefield.
5. His faith and his firm resolve saved him.
6. Jane and Norah were the ringleaders.
7. The freshmen and the sophomores defeated the juniors.

8. The young and the old joined in the merrymaking.
9. Dick and his father met in the woodhouse.
10. France and England were at war.

II. Each sentence in the following has two subjects, called a *compound subject*. For 100 per cent, you must find the correct twenty words:

1. My father and mother are in Milwaukee.
2. The poor and the outcast were given warm shelter.
3. Both Mary and John were shy.
4. Papers and books were strewn on the floor.
5. Both Christians and infidels were persecuted.
6. Latin and Anglo-Saxon are the foundation of English.
7. Bread and milk made him a good, wholesome meal.
8. Neither knaves nor fools can work without tools.
9. My father and my friend's brother met me at the station.
10. The Blue and the Gray meet together tomorrow.

Compound verbs. Verbs as well as subjects can have two distinct parts. In such sentences the verb is called *compound*. There is something new about verbs in these sentences:

I. Underline the verbs in these sentences:

1. The farmer hoped and prayed for rain.

Is this two statements, or one? Is a gun with two barrels one gun or two?

2. For two successive days we stayed indoors and missed our accustomed walk.
3. The cook and the first mate came up and boarded the *Constance*.
4. The building is of steel and concrete and is fireproof.
5. Jane was a stenographer and earned a good salary.

6. He spent three hours on the problem and was still hopeless about it.

7. The trail crossed our land and led in the direction of the hills.

8. The horse stumbled and fell at the hurdle.

9. The actor bowed and smiled before his enthusiastic audience.

10. The officers approved and signed the petition.

II. The challenge is to get a perfect score on this list. Each sentence has two verbs. Find them!

1. The inkwell tipped and spilled some ink.

2. We talked and fished all day.

3. The dog whined and growled all night.

4. He worked in his garden and mowed the grass.

5. We looked everywhere but missed her.

6. You saw the place and heard the story of the fight.

7. We wandered about for hours and grew cruelly thirsty.

8. He has more money and spends less than anybody else.

9. Harvey stood at the helm and steered the *Constance*.

10. He overlooked the Scout uniform and offered Tom a tip.

How do you stand in the vocabulary race now?

MYTHOLOGY—LESSON IV

The books in the following list, in addition to those suggested earlier, contain the stories of Troy:

Church, *The "Iliad" for Boys and Girls*; *The "Odyssey" for Boys and Girls*

Charles Lamb, *The Story of Ulysses*

Padraic Colum, *The Story of Odysseus and the Tale of Troy*

Quiller-Couch (Editor), *Adventures of Odysseus*

Homer, *The Iliad; The Odyssey*

ESSENTIAL PROBLEMS

1. Who was Helen?
2. Why were so many Grecian chieftains drawn into the war against Troy?
3. Find out the names of Helen's former suitors.
4. Who were the leaders of the Greek host against Troy?
5. Read the story of the starting of the Greek fleet. Who is Iphigenia?
6. What were the fortunes of war during the first nine years of the siege?
7. Locate Troy on the map. How long ago is it thought that the Trojan War occurred?

OPTIONAL PROBLEMS

1. How did the Greeks account for the miracle of the sun's rising and setting and warming and lighting the earth?
2. What was the Greek's idea of death and of life thereafter?

CHAPTER XVII

OTHER ENGLISH KINSMEN OF LATIN FAMILIES

ESSENTIAL PROBLEMS

1. Find at least eight English representatives for each of the following Latin roots:

grad, meaning "step," as in
gradation

fin, meaning "end," as in *final*
nav, *naut*, meaning "ship," as in
naval.



Which of these roots has the largest family?

2. Substitute a single word, built up from the roots you have learned, for each of the hyphenated groups of words in the following sentences:

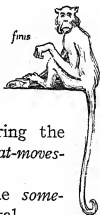
1. *Watched-over* study is very popular in our school.

2. The publishers returned the young author's *something-written-by-hand*.

3. The owners set out *to-build-together-again* their hotel.

4. They had great difficulty in securing the *means-of-carrying-across* for their *thing-that-moves-of-itself*.

5. The *well-doers* were interested in the *some-thing-written-in* over the doors of the hospital.



GENERAL LANGUAGE

OPTIONAL PROBLEMS

1. Combine *miss* or *mitt* with each of the following: *con* or *com*, *per*, *ad*, *trans*.
2. Combine the root *vert*, which means *to turn*, with *in*, *con*, *ad*, *a* (*ab*).
3. What does *final* mean?
4. Here is a list of words embodying old superstitions. Find out the story of each word—best in an unabridged dictionary.

disaster	sinister	tarantella
influenza	urchin	stupendous
baleful	monstrous	ominous
inaugurate	barnacle	abominable

THEME ASSIGNMENT

Write a story about the *Naut* family; better try to give just one adventure, for you remember it is the most adventurous family in the world. Members of it sailed with Hanno of Carthage, with Eric the Red and his son Leif, with Columbus and Drake and Sir John Franklin, with Peary and Captain Scott. Also, they have been a superstitious family, which for a long time prevented their sailing as far as they might.



GRAMMAR—LESSON VI

Suppose your teacher were to say to you, "Come to my desk." Her command is a sentence, isn't it, because it says something? But what is the subject?

I. How about these? Are they sentences? Who is addressed? Then who is the subject?

1. Advance!
2. Step lively!
3. Come to Scout meeting promptly.
4. Deliver packages at the rear.
5. Obey orders.
6. Swim for your lives!
7. Dance with your partners.
8. Review chapter x tomorrow.
9. Sing the class song.
10. Bring me your excuse.

These are called imperative sentences. Why? The subject in them is always understood; and it is always *you*. Even when you say "Rolf, go home," *you* understood, not *Rolf*, is subject; else it would be "*Rolf goes.*"

II. Try these for 100 per cent mastery. Underline the verb twice, the subject once.

1. Draw the figure on the board.
2. Be careful about spelling and periods.
3. Come on and play the game.
4. Above all, in an emergency, keep your head.
5. Be sure to hand your notes in tonight.
6. Shut the windows and lock the doors.
7. Go down to the store and buy three yards of ribbon.
8. "Touch not a hair of yon gray head!"
9. Go to the ant, thou sluggard, consider his ways, and be wise.
10. In driving, watch not only yourself but the other fellow.

III. Underline every *imperative* verb in these verses—every one which states a command. What is peculiar about the subjects of all such verbs? A perfect score is 10.

Wash daily from nose-tip to tail-tip; drink deeply,
but never too deep;
And remember the night is for hunting, and forget
not the day is for sleep.

The Jackal may follow the Tiger; but, Cub, when
thy whiskers are grown,
Remember the Wolf is a hunter—go forth and get
food of thine own.

Keep peace with the Lords of the Jungle — the
Tiger, the Panther, the Bear;
And trouble not Hathi the Silent, and mock not the
Boar in his lair.

—From RUDYARD KIPLING'S "The Law of the Jungle,"
Second Jungle Book.

MYTHOLOGY—LESSON V

ESSENTIAL PROBLEMS

Read the story of the Trojan War and work the following problems:

1. Tell the story of the quarrel between Agamemnon and Achilles.
2. What finally roused Achilles to fight again for the Greeks?
3. What were the fortunes of war while Achilles sulked in his tent and refused to fight?
4. Upon whom did Achilles call for help to avenge the death of Patroclus? Where did he get his armor?

5. From the following list of persons prominent in the war, select the one you want to be. Prepare a brief oral autobiographical sketch about yourself. Emphasize your part in the war. Perhaps we can guess who you are.

Paris	Achilles
Hector	Ulysses
Priam	Diomedes
Ajax	Andromache
Patroclus	Laocoön
Menelaus	Hecuba
Nestor	Aeneas



OPTIONAL PROBLEMS

1. Find at least two more stories about Achilles.
2. Do you know of any other famous friendships, similar to that of Achilles and Patroclus?
3. What story does Homer's *Iliad* tell?

CHAPTER XVIII

MORE WELL-KNOWN WORDS TRACED BACK TO THEIR FOUNDERS

ESSENTIAL PROBLEMS

1. Form word groups from these roots:
cent, "one hundred." Example, *century*
fort, "brave." Example, *fortitude*
2. The prefix *ob* means "against" or "in front of." Find words illustrating this. The *b* in *ob* often changes to the following consonant, as in *opposition*. Why is this?
3. The following words have rather interesting histories. Look them up.

unkempt
jeopardy
garble

musket
dumfounded
miscreant
dextrous

rascal
eccentric
prevaricate

OPTIONAL PROBLEMS

1. Identify the families of roots and prefixes which are represented in the following list:



superstructure
graduation
nautilus
exposition
incision
subway

inference
motor
affect
dictionary
autocracy
perspire

2. List at least ten words for each of the following prefixes, both of which come from the Latin:

per, "through." Example,

perforate,

sub, "under." Example,

submarine



3. All of the following words have one thing in common in their derivation. Can you tell what that one thing is?

muslin

cambric

vaudeville

gauze

sardonic

sardine

damask

ammonia

magnet

THEME ASSIGNMENT

Choose some interesting word you have discovered and write its history.

GRAMMAR—LESSON VII

Verbs of two or more words. Often the verb in a sentence is in two or more parts, as in *I am writing* or *I have been working*, or *The barn had been painted*. To call *I am* subject and verb of the first sentence would leave out the chief thing you want to say. To call *barn had been* subject and verb would be cutting the verb in two and spoiling the chief idea of the sentence.

I. See if you can underline with two lines *all* of the verbs in the following:

1. The Morgans' wealth had been accumulating for three generations.

2. The farmers were plowing the fields.
3. I could imagine the scene in that cabin.
4. Then Mowgli was taught the laws of the jungle.
5. The city can be seen from the summit of the mountain.
6. John can finish his work in about one hour.
7. I could not read his paper.

Not is an independent modifier of the verb or of the whole sentence; so we always omit it in underlining the verb.

8. The boys were wasting a great deal of time.
9. Some one might spoil the experiment.
10. He had spent several hours on the problem.

II. Now underline all the subjects with one line.

III. More verbs to underline.

1. The pig was stuck in the mud.
2. Jim had lost three tennis balls.
3. The picnickers were soaked to the skin by the unexpected shower.
4. The hillside was covered with flowers.
5. The biology class is going on a picnic next Saturday.
6. Rover was chasing Tabby down the alley.
7. And so Margery had arrived!
8. Jane was playing the "Grand March" from *Tannhäuser*.
9. In 1833 the site of Chicago was marked by twelve frontier cabins.
10. Our state is having a hard time to get better roads.

IV. Now for a test of your power with subjects and verbs in the usual order.

Review list for 100 per cent mastery. Underline subject with one line, all of verb with two lines:

1. John had been wishing for a chance at that delicious cake.
2. The Grand Canyon lies in the center of the Great American Desert.
3. One evening Grayfox stood alone on the hill and barked at the full moon.
4. A great opportunity had been offered to the school.
5. For some time ugly rumors had been floating about.
6. Once before Jack had been accused of such a thing.
7. The president had announced a reduction in wages.
8. The hour hand pointed to seven.
9. Do your best.
10. Jack and Jill came down the hill.

V. Supplementary list for all who did not get the review list right (100 per cent) the first trial:

1. Meanwhile Cedric and Athelstane conversed about their land problems.
2. Yesterday we gave a Japanese tea and entertained the guests of the school.
3. The subject of the lecture was the reign of James I.
4. Virginia's story was quite thrilling.



In choosing the verb be sure to omit all except the chief assertion words. Does *quite* assert anything? Does *thrilling*?

5. Penrod was plotting against William.

6. The unexpected part of the program was coming next.
7. Far distant in the Acadian land lay the little village of Grand Pré.
8. Every block on Fifth Avenue was decorated with flags.
9. Do your work satisfactorily.
10. Suddenly the sun was hidden by a cloud.

MYTHOLOGY — LESSON VI

The Trojan War.

1. Describe the meeting of Achilles and Hector on the field of battle, the death of Hector, and the vengeance of Achilles. Did Achilles show any nobility of character in his treatment of the Trojans?
2. Describe the coming of old King Priam to Achilles' tent to ask for Hector's body.
3. What part did the gods play in the struggle? Which ones were staunch champions of the Greeks?
4. What, according to the Fates, must the Greeks accomplish before Troy should fall? What heroes succeeded in doing this?

CHAPTER XIX

SOME FAMOUS GREEK FAMILIES

ESSENTIAL PROBLEMS

Thus far all the roots and the prefixes which we have studied have been Latin. Since Greek deserves some attention, considering the number of words it has given us, here are some of the commonest Greek roots for your investigation and study.



phon, "sound"
opt, "sight"



bio, "life"
theo, "god"
ge, "earth"
techn, "art"
zo, "animal"



chron, "time"
auto, "self"

1. Find as many words for each as you can.

You will be greatly surprised to find how many English words you will be able to understand from knowing these roots and the prefixes and endings on the following page. See how large a score you can add after your name on the Vocabulary Score Board from your work on this problem.

2. The commonest Greek endings are the ones used in the following words:

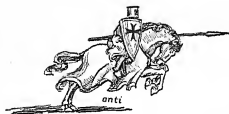


ology, "words about" or "science of," as in *physiology*
onomy, "law of," as in *astronomy*
ometry, "measure of," as in *geometry*
ography, "description of," as in *geography*

The best-known Greek prefixes are:

a, an, "without" or "not," as in *anarchy* (lack of government)

anti, ant, "against," as in *antagonist*



dia, "through," as in *diameter*

ec, ex, "out," as in *exodus*

epi, ep, "on," or "to," as in *epilogue*

hemi, "half," as in *hemisphere*

poly, "many," as in *polygon*

3. Can you find at least one English relative of each example that is given?

OPTIONAL PROBLEMS

1. Form word groups from this additional list of Greek roots:

aster, astr, "star"

physi, "nature"

oiko, "house"

entom, "insect"

(in English, *eco*)

2. How did a *mackintosh* get its name?

3. For these words with strange derivations you will find best information in an unabridged dictionary:

let

coverlet

wedlock

tuberoze

delight

wormwood

shamefaced

belfry

bridal

THEME ASSIGNMENT

Write about one of our Greek cousins—any word we use commonly like *zoo*, *problem*, *quinsy*, *telegraph*, *phonograph*, or *telephone*. *Cynosure* has an interesting history.

GRAMMAR—LESSON VIII

Verbs of two or more words, in inverted order.

I. Pick out subjects and verbs as in the preceding sentences. These are harder than the ones in Grammar Lesson VII. Why?

1. Did you go fishing?
2. Haven't you ever seen a circus parade?
3. Would you do the problem that way?
4. Had the door of the smoking room been opened?
5. Dickson, have you seen the garden?
6. Will you please bring my tablet from my locker to me?
7. Do you wish to land here at Barbados?
8. How did you and Mary find the way?
9. What did the boys buy with their dimes?
10. Why were her eyes wide with horror and fixed on something in the corner of the room?

II. Review list for 100 per cent mastery:

1. Will you please give me your name and address?
2. What can be done about it now?
3. Haven't the boys come home yet?
4. Would you like some more ice cream?
5. Had Harry never been seen since?
6. Do you like this picture?
7. Helen, what is making all that noise?

8. Will you kindly go at once?
9. Where are Jane and Jenny going?
10. How did you and Lucy state the problem?

III. Those who didn't get 100 per cent in the list above may succeed with these:

1. Who are you, anyway?
2. Why was the package delivered so late?
3. Do you know the right answer?
4. Well, Jane, where are you going this bright morning?
5. How do you spell *believe*?
6. Was the boy hurt by his fall?
7. Couldn't the puncture be mended?
8. Where are Tom and his father going?
9. Don't you see through his plot?
10. Will you please sit at the other side of this table?

IV. Review list of compound subjects and verbs of two or more words each:

1. Bacteria do not grow from seeds, but reproduce by division.
2. Miss Harper's classes never whispered or idled.
3. Men, women, and children, panic-stricken, were jostled together.

Is *panic-stricken* a chief asserting word? Do we *state* that they were panic-stricken?

4. Torrents of water rushed and roared down the mountain side.
5. The newcomer was an English boy.
6. In books are preserved and hoarded the treasures of past knowledge.
7. His attention was aroused by a noise back of the tent.

8. Thus, Brutus, did my master bid me kneel.
9. Many languages have contributed to English.
10. Eppie was sitting before the loom.

MYTHOLOGY—LESSON VII

ESSENTIALS

1. What scheme finally resulted in the fall of Troy? Who devised the plan? What part did the priest, Laocoön, play in the Trojans' debate about taking the wooden horse into their city?

2. Where did the Greeks go when they pretended to be sailing home? How did they finally enter the city?

3. What happened to:

Helen	Ajax	Paris
Menelaus	Æneas	Andromache
Achilles	Priam	Ulysses

OPTIONAL

Tell in the first person Sinon's story which convinced the Trojans that they should accept the wooden horse.



CHAPTER XX

MORE ABOUT GREEK IN ENGLISH

ESSENTIALS

1. Learn the following Greek prefixes and find words illustrating each:

ana, "up, upon," as in *anatomy*, a cutting up

apo or *aph*, "off, away, from," as in *apostle*, one sent from

dis, *di*, "two," as in *dissyllable*

eu, *ev*, "well," as in *euphony*

hyper, "over, excessive," as in *hyper-critical*

peri, "around," as in *perimeter*



2. Pick out the parts of the following words whose root meanings you recognize. All of the words contain Greek essential roots, prefixes, or endings that we have recently looked up and learned.



geography

theology

biology

automatic

telephone

technique

zoology

epigram

atheist

geometry

automobile

polysyllable

autobiography

antislavery

phonograph

diaphragm

telegraph

chronic

optician

epitaph

3. Knowing what the roots *phon* and *graph* mean, can you guess what *tele* means—from *telephone* or *telegraph*? Find two other words built with the prefix *tele*.

OPTIONALS

1. What words besides *epitaph* use the prefix *epi*? Perhaps you know an example of an *epigram*. What does *epi* mean in the word *epilogue*?



2. The following words have to do with books. You will find that many of them have their origin in Greek.

bible

pamphlet

papyrus

library

volume

folio

page

vellum

codicil

3. List as many English words as possible combining members of Greek families.

4. What does *diphthong* mean? Is it related to *diphtheria*? Find out about *diploma* and *diplomacy*.



GRAMMAR — LESSON IX

Nouns. Different kinds of words have names just as different kinds of people have. *Name words*, as you probably know, are called nouns; they are names of persons, things, or places, as *table*, *barn*, *fire*, *generosity*, *New York*, *Mr. Hughes*. If you look back over the subjects you underlined in the last lesson, you will find most of them are *name words*. Of course, many words can be used several ways, as *walk*. Use it as a noun; as a verb.

The test is *use in the sentence*—for instance, as subject of a verb.

Pick out the nouns in the following:

1. The fireman saved the building by his bravery.
2. The music of the great organ sounds like the roll of thunder.
3. The long journey and the bad roads discouraged the soldiers.
4. That report was a lie.
5. Too many cooks spoil the broth.
6. A fine watch will be his reward.
7. The party sailed for Honolulu in June.
8. Kings, our pup, was run down by a high-power automobile.
9. Chopin, a famous musician, was born in Poland.
10. Dan remembered all his parts, Puck, Bottom, and the three fairies.

The only way you can tell what a word is, whether noun or verb or something else, is by finding out what it does in the sentence. If it asserts or says something, it is a verb; if it names some thing or person, it is a noun.

A test. Open your history or science or geography book anywhere and try listing the first twenty nouns on the page. See whether you can prove you know a noun this time by making a perfect score.

The pronoun. What do you suppose words are called that stand for nouns—*that do the work of nouns*, but do *not* name the person or thing? Use a prefix meaning “for” that you learned in word

study; combine it with *noun*. What name word do you get? List all you can find in the following sentences:

1. James went to see his grandmother.
2. Barbara lost her needle.
3. They talked about his school.
4. Let us all try to be good citizens.
5. The pen is mine, the pencil theirs.
6. Missing the picnic disappointed them.
7. John didn't do it. I didn't.
8. Who do you suppose did?
9. The dog broke its leg when it fell into the pit.
10. His car was surely stolen, and Mr. Jones reported the theft at once.

Possessive form of pronoun or possessive adjective. Notice that where these pronouns possess something, they have a special possessive form without any apostrophe. Remember these:

ours	his	whose	hers
yours	its	theirs	mine

MYTHOLOGY—LESSON VIII

Review. Additional problems, to be used for written review if necessary:

1. What was the direct cause of the Trojan War?
2. Write a paragraph telling briefly the story of the fall of Troy.
3. Identify by sentence description:

Minerva	Hector	Agamemno
Ceres	Helen	Paris
Jupiter	Achilles	

CHAPTER XXI

FURTHER WELL-KNOWN FAMILY TREES

ESSENTIAL PROBLEMS

1. With the aid of your dictionary and your imagination, work out the meanings of the Latin roots of these two families of words:



<i>a</i>	<i>b</i>
<i>traction</i>	<i>venture</i>
<i>extract</i>	<i>convene</i>
<i>retract</i>	<i>convention</i>
<i>attract</i>	<i>adventure</i>
<i>contract</i>	<i>convenient</i>

2. Work out the meanings of the prefixes *trans* and *inter* and get as many additional words as you can:



<i>a</i>	<i>b</i>
<i>intervention</i>	<i>transcontinental</i>
<i>inter-Allied</i>	<i>transfer</i>
<i>interfere</i>	<i>transmission</i>
<i>interurban</i>	<i>translate</i>

3. Figure out the common ancestor of this household of words:

<i>transit</i>	<i>initiation</i>	<i>circuit</i>
<i>exit</i>	<i>ambition</i>	<i>obituary</i>

OPTIONAL PROBLEMS

1. The root *prim* means "first." Find at least eight derivatives.

2. *Rupt* means "broken." How many words can you find illustrating this?

3. Look up the origin of the following words:

agony	ballot	caucus
aghast	bandit	bogus
astonished	assertion	apothecary

THEME ASSIGNMENT

Write an adventure of any member of the *Tract*, *Vent*, or *Nom* families. Perhaps you can bring two or more families into your story and make it funny or exciting.

GRAMMAR — LESSON X

The direct object of the verb. You have learned to recognize nouns when they are used as subjects of sentences; now come nouns in the predicate. Nouns occur in the predicate of a sentence almost as often as in the subject. The direct object of the verb is the first one to understand.

Dunstan Cass robbed poor old *Silas Marner*.
Columbus discovered *America*.

In these two sentences the italicized words are not subjects and surely not parts of the verb. They are different from any we have had. The first one answers the question *whom?* after the verb *robbed*. The action that the verb asserts *ends on* what these words name. The second answers the question *what?* Words or groups of words which answer these questions about verbs, and are not the subjects, are usually *direct objects*.

I. See if you can find all the direct objects in the following sentences:

1. The serpents coiled themselves about the priest's body.

Coiled *what*?

2. We had three tests in one hour.

3. The poor man was awaiting his trial for theft.

4. Smith and Darling have formed a partnership.

5. The train was approaching the crossing at furious speed.

6. The policeman helped the blind man across the street.

Helped *whom*?

7. At 1:30 we began our ten sentences.

8. I finished my set in eight minutes.

9. But I read them carefully afterward.

10. I like this kind of tests.

II. Find the direct objects:

1. The voters held a great convention in the auditorium.

2. They had never seen our house.

3. Tom got a good ducking.

4. John surprised everybody by his solution of the problem.

5. The captain left the country after the armistice.

6. He decided the question quite suddenly, and very foolishly.

7. Venus told the story of Carthage.

8. Neptune stirred the ocean to its lowest depths.

9. The spectators watched the bloody work of the gladiators.

10. Full of determination, he again entered the battle.

III. More objects for 100 per cent mastery:

1. I must study all these sentences before ten o'clock.
2. Their father told terrifying stories about wild beasts.
3. The two children ate dinner alone.
4. We left the house early.
5. The dynamite blew the bridge to fragments.
6. Camillus overthrew his enemies by the unexpected attack.
7. My best friend has red hair.
8. The dog, the cat, and the rat spread hydrophobia.
9. My father bought the house across the street.
10. The crowd attended the inauguration of the president.

IV. Those who did not get 100 per cent the first time may find the direct objects in the following:

1. Aramis knocked the sword from his hand.
2. The three musketeers had a great affection for their younger companion.
3. Porthos ate a huge dinner.
4. They had their picnic on the shady banks of the river.
5. Patty quickly handed the book to Miss Lincoln.
6. I study Latin, but Jim studies French.
7. Jane wanted a banjo for Christmas.
8. Dick owns a fine new bicycle.
9. "No!" Ann retorted. "No!"

Be sure to find the *subject* and *verb* first. Then ask, "Retorted *what*?"

10. He had seen the cruelties of the Cossacks.
11. Most of the prospectors did not find gold.
12. No one knew the reason for his sullenness.

MYTHOLOGY — LESSON IX

Of all the heroes who fought in the siege of Troy, Ulysses had the hardest time getting home. The story of his wanderings is told us by Homer in the epic the *Odyssey*, so called from Ulysses' Greek name, Odysseus. Read Ulysses' adventures, as far at least as the end of his wanderings, and answer these questions:

1. Where was Ulysses bound for when he left Troy?
2. What was the first misfortune which befell him?
3. Who were the Lotos Eaters? What happened to Ulysses in their land?

CHAPTER XXII

MORE VERBAL HOUSEHOLDS

ESSENTIALS

1. How many representatives can you get of the root *pend*, which means "to hang," as in *dependent*?
2. How many for *scend*, which means "to climb"? Example, *ascend*.
3. Guess at the meaning of the root *prob* or *prov* in the following:

approbation

improbably

approve

disapprove

probe

improve

Verify your guess by the dictionary.



4. What do you know about the history of English which makes it possible to have two words for the same things, as in the following pairs of words?

dog, canine

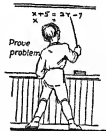
mankind, humanity

speed, velocity

call, summon

light, illuminate

home, domicile



How many other pairs of words can you think of?

OPTIONALS

1. What do you guess *contra* means?

contradict

controversy

counteract

2. The following words have to do with biology. Look up their origin and their curious history, best in an unabridged dictionary:



pansy	mignonette	hyena
dandelion	osprey	hydra
hyacinth	boa	alligator
chameleon	ostrich	lettuce
squirrel	cabbage	pelican
peony	dodo	

THEME ASSIGNMENT

Write about some adventures of one of the *Port* family, perhaps with *Able* or *Folio*.

GRAMMAR — LESSON XI

Modifiers. The subject and verb are only the foundation of a sentence. Most of our statements have other describing words. The extra ideas we throw in to give color and definite meaning to our speech, to modify nouns and verbs and other words, all come under the big classification of modifiers.

I. The simplest modifiers are single words. In the following sentences, draw a line from every modifier you can find to the word it describes.

1. A beautiful scene lay below.

What does *beautiful* tell you? What does *below* tell?

2. The dangerous Black Hawk rushed forward.
3. The tall and majestic oaks rustled.
4. Then we started homeward.
5. Baloo lumbered along clumsily.

6. Mrs. Peterkin's nerves were much shaken.

A *genitive* or *possessive*, as *Mrs. Peterkin's*, is a modifier of the following word.

7. The boat had drifted far away.
8. There he is!
9. Many Italians came west then.
10. Those splendid forests have been cut down.

II. Your challenge is to get 100 per cent on all modifiers in this next list:

1. We lived there formerly.
2. Visitors seldom came.
3. Are you working hard?
4. Several seniors spoke well.
5. Buff trotted along briskly.
6. The old man slept soundly.
7. Another little incident happened presently.
8. The pupils sat quietly.
9. Where did you find that knife?

Adjectives. The modifiers you are getting acquainted with next, like some of those above, are called **adjectives**; these always modify nouns or pronouns. List and count the adjectives:

- 1 The terrified boy moved on trembling legs to the door.
2. The ruddy sun lighted all the eastern sky.

3. This bright blue weather makes us cheerful.

What does *cheerful* modify?

4. The ruined, evil-smelling old house reminded us of Tom Sawyer's adventure.



5. Jack had a quick, perky little spaniel.
6. A big peppery man made a furious reply.
7. I am collecting those big swallowtail butterflies.
8. Old Aunt Mary makes good pies and sugary cookies.
9. Frightened and bewildered, the dog howled.
10. My best and dearest friend has gone.

How many registered a perfect score?

Appositives. *Mr. Hughes, the able secretary, presided at the conference.* What does the group *the able secretary* add to the sentence? What does the word *secretary* tell about *Mr. Hughes*? Does it stand the test of a modifier? It is, you see, a noun. Since it follows the word it modifies, it is called an appositive. What is the point of this name?

I. List the appositives in the following sentences:

1. Tommy's sister Elspeth laughed heartily.
2. Mr. Farwell, the president, admired the skillful workman.



3. They praised Agamemnon Peterkin, their intellectual leader.

What one word is the appositive? The others are adjectives modifying it.

4. The writer, a huge Russian, bowed and smiled pleasantly.
5. Annie and her children, Daisy, Jimmy, and the baby, were coming home.

How many appositives in sentence 5?

6. The cowherd and Cardie, the new ploughman, arrived late.
7. Jim, the careful guide, looked nervously about.

8. The boy saw General Cromwell, now the ruler.
9. *Two Years before the Mast*, a real boy's story, tells of some terrible adventures.

10. Bagheera, the black panther, lay on the large rock.

II. A 100 per cent challenge. Underline appositives:

1. The rat, the dog, and the cat spread the disease hydrophobia.

Be careful! What is the subject?

2. My friend John Smith won the prize.
3. The steamer *Titanic* struck an iceberg and sank.
4. The word *chant* comes from Latin and French.
5. The Anglo-Saxons, our Germanic invaders, conquered England in the fifth century.

6. The difficult problem was solved by John, the slowest student.

7. Cedric the Saxon revered the slow-witted Athelstane.

8. The mountains, the beautiful Great Smoky Range, glowed in the sunlight.

9. Mr. Range the clergyman and Mr. R. F. Jones the organist were coming.

10. Man, the two-legged, featherless creature, has the best brains.

III. Supplementary challenge: Are there any direct objects in the last ten sentences?

Adverbs. What words are modifiers in these sentences? Underline them.

1. Towser limped painfully.
2. Tom spoke convincingly.
3. The house was thoroughly protected.
4. Sentimental Tommy loved his sister devotedly.

5. Come here quickly.
6. Here the mirror was nicely hung.
7. The furniture was tastefully arranged.
8. The scheme was skillfully worked out.
9. Mary always skates gracefully.
10. Where did you find it?



Now that you have all the modifiers underlined, draw lines from each to the word it modifies.

For convenience we call the modifiers which modify verbs and other modifiers, *adverbs*. What do adjectives modify? adverbs? appositives?

What two things can adverbs do that neither adjectives nor appositives can do?

MYTHOLOGY—LESSON X

1. Tell the story of Ulysses' visit among the Cyclops. How did his craftiness save his life? Describe exactly how he got out of Polyphemus' cave and departed from the island.

2. What happened to Ulysses after he had visited King Æolus? What gift had been given him there?

3. Who were the Læstrygonians?

4. Read as many of these myths as possible for optional points:

Baucis and Philemon

Niobe and her children

Perseus and the Medusa

Theseus and the Minotaur

Orpheus and Eurydice

Pyramus and Thisbe

CHAPTER XXIII

WHO'S WHO AMONG OTHER LATIN FAMILIES

ESSENTIAL PROBLEMS

1. Find at least six descendants from each of the following Latin roots. More than the required number will increase your vocabulary score.

tent, ten, tain, as in retentive,

retain

viv, vit, as in revive, vital



How many can you get?

2. From the following list what do you suppose the prefixes mean? Can you find other words with the same prefix?

prefix

prescribe

predict

preside

prejudge

prepossessing

prefer

prejudice



3. Find at least ten words containing the prefix *pro* which means "for," as in *pro-ally*.

4. Combine *duc* or *duct* with *e, re, con, in, intro, pro,* and *de*.

5. Supply more specific, clear words for the following overworked modifiers:

a. He has an *awful* cold.

b. Dick was *awfully* fond of his dog.

a. It was a *lovely* evening.

b. She has *lovely* hair.



a. He is a *nice* boy.

b. They had a *nice* time at the picnic.

a. She wore an *elegant* gown.

b. It was an *elegant* piece of goods.

a. Was her suit *stylish*?

b. What a *stylish* girl!

OPTIONAL PROBLEMS

1. Here is a family descended from the Latin root *ject*. What is the meaning of this root?

dejected

interject

project

eject

reject

conjecture

2. How many words can you think of to illustrate the roots *coron*, meaning "crown," and *du*, meaning "two"?



What is the history of *diadem*? *circlet*? *fillet*? *tiara*?

3. How many words are made from the prefix *du*, meaning "two"?

THEME ASSIGNMENT

Write a short story of *de* and the changes it made in the words it has been combined with—*deduct*, *depart*, *defer*, *describe*, *decide*, *destroy*, and many others. Do you think *design*, is a word *de* has helped to build? If so, *de* must have changed in meaning. See if you can find out. What other words built with *de* will make your story interesting?



GRAMMAR—LESSON XII

Predicate nouns and predicate adjectives. In the sentence *Grant was a great general* the problem is to find out the use of *general*. *Grant* and *general* are stated to be the same person, aren't they? Isn't it sensible then to consider *general* a modifier of the subject, *Grant*? We have a special name for this kind of modifier. Since it is in the predicate but really another name (noun) for the subject, we call it a *predicate noun*.¹

I. Underline the predicate nouns:

1. His name was Norval.
2. Jules Breton was a blacksmith.
3. Jack was our Scout captain.
4. Friday was surely an unlucky day.
5. June is the rose month.
6. Rover and Fido had always been good friends.
7. Agriculture was then a primitive art.
8. Their song was "Annie Laurie."
9. The "Blue Danube" is a popular waltz.
10. He is my best friend.

II. Predicate nouns for 100 per cent mastery:

1. He was a regular subscriber.
2. This has been a most unusual spring.
3. Every farm was a little kingdom.
4. The street was Roosevelt Avenue.
5. The gentleman is Mr. Masters.
6. Their friends were brothers.
7. South Harmiss is a small fishing town.
8. This is the best road.

¹In Latin, and in English sometimes, it is called a *predicate nominative*. Look up *nominative* to see if it is a good name for this particular use.

9. The aviator's destination was the new aërodrome.
10. Tom was elected secretary.

Are *Tom* and *secretary* stated to be the same?

REVIEW LISTS

III. More predicate nouns for 100 per cent mastery:

1. Those blue-eyed kittens are brothers.
2. The chief question was a question about facts.
3. The opponents were slaveholders.



4. The boy with the plaid cap is a villain.
5. All these men were staunch supporters of our party.
6. You will be made a well man.
7. The banking system was a benefit to the merchants.
8. That is my dog in John's yard.
9. In the Latin stories Neptune is the ruler of the sea.
10. This is the famous battlefield of Gettysburg.

IV. These are to be used either for tests or for additional class drill:

1. The strongest and most famous gate of Troy was the Scaean.
2. Their chief purpose was plunder.
3. The speakers were Senators Ladd and Borah.
4. This fall was John's fourth mishap that day.
5. The Scout must be a trustworthy boy.
6. This is my earnest wish.
7. The man at the corner is the county sheriff.
8. Rose was John's youngest sister.
9. The lady from Philadelphia was a friend of the Peterkins.
10. The agile cat was the capturer of the fattest mouse.

Predicate adjectives.

I. The predicate modifiers in sentence 1 aren't quite like the ones we have had. These are simply modifiers of the subject *pioneers*, and are therefore adjectives. So we call this kind of a predicate modifier *predicate adjective*.

1. The pioneers were hardy and strong.
2. That dog in the street is mine.
3. The boys were happy in their new home.
4. The new leader was very cruel.
5. The war was now over.
6. Harry's reason was perfectly absurd.
7. He was ignorant of the danger.
8. All was quiet on the Potomac.
9. These sentences are quite easy.
10. The old painting was very expensive.

II. List 17 predicate adjectives for 100 per cent:

1. The old horse was evidently dead.

Is *dead* a part of the verb *die*, or not? What are its forms besides *die* and *dying*?

2. The man in the moon is waggish and quaint.

3. This book is the best I have ever read.

4. John Alden was not very brave.

5. Mary Jane's new hat is white and rose; it is very pretty.

6. The world is so full of a number of things,
I'm sure we should all be as happy as kings.

7. Are you sure about that?

Be careful! What is the *subject*, first?



8. The boat was now perilously full.
9. His farm was very rich and productive.
10. Tomlinson was neither good nor bad.

III. List all objects, predicate nouns, and predicate adjectives; mark them *o*, *pn*, or *pa*:

1. Rip took up his gun, shot, and walked away.
2. Who killed Cock Robin?
3. The postman had delivered five hundred letters.
4. What is the new boy's name?

Be sure to find out first *what you are talking about*. Do you suppose there is such a thing as a *predicate pronoun*? Why not?



5. Jane had been feeling a little queer all morning.
6. The bear was saying, "Whoosh!"
7. The men killed their officers.
8. John was elected leader of the discussion.

9. Frederick William ruled his family and his country with iron hand.
10. He had the power to appoint subordinates.

ADDITIONAL PROBLEMS FOR REVIEW

Supplementary problems for those who haven't 100 per cent in *subject* and *verb*:

I. Underline simple subjects and verbs in the forty sentences on pages 135-136.

Pupils who do not make 100 per cent on these subjects and verbs would do well to make sure by marking all subjects and verbs in the sentences in Appendix IV, pages 241 ff., until they master this essential problem.

MYTHOLOGY—LESSON XI

ESSENTIALS

1. Tell the story of Ulysses' adventure on the isle of Circe. What gave him the power to command Circe and save his comrades? How long did he stay here?

2. Do you know of any picture that illustrates this myth?

OPTIONALS

Read the story of:

Phaëthon,

Diana and Actæon,

Bellerophon and Pegasus,

Venus and Adonis,

Atalanta of Calydon, her adventures with Meleager
and Hippomenes,

Juno and her rivals, Io and Callisto.

CHAPTER XXIV

SOME MORE VERBAL FAMILIES

ESSENTIAL PROBLEMS

1. Combine *ven, vent*, with *inter, in, con, ad*. How many words can you get?



2. Give a meaning for *convention* besides the original one.

3. The Latin prefix *dis* means "apart," as in *dislocate*. Find more words using *dis*.

4. Identify the roots and prefixes. Look up all words that are new to you:

benediction	disarmament	polysyllable	epithet
contradiction	contract	eccentric	disinfect
dictagraph	probate	mischance	

5. See how many words you can find from the root *nom*, not counting words where the root is changed, as in our word *name*, or in *noun*. Is *renown* a derivative? What do *nom de guerre* and *nom de plume* mean? How about *cognomen*? What language has helped to give us *nominee*? Perhaps you can make up some sentences using three or more derivatives of the root *nom*.



OPTIONAL PROBLEMS

1. Work out family groups for the roots *loc*, meaning "place," as in *location*, and *leg, lect*, meaning "to choose"

or "read," as in *elect* and *legible*. Find at least six English representatives of each root.

2. What do you think *ante* means?

antecedent

anteroom

antebellum

3. Can you name any other words containing this prefix?

THEME ASSIGNMENT

Write a story about the Greek prefix *Poly*. You will easily find all his family living in a few pages of the dictionary, some of them very funny creatures, and some very curious. What do you know about the octopus in this illustration? He is quite terrible, though he hardly looks it here.



GRAMMAR — LESSON XIII

Phrase modifiers. So far we have had only modifiers of the one-word kind. Now for the *phrase* or group modifiers. Phrases usually begin with connecting words such as *for*, *about*, *from*, *like*, or *to*, which have little or no meaning alone and which for convenience are called **prepositions**. These are always followed by nouns or pronouns, called *objects of the prepositions*.

1. The house was beautifully decorated *with apple blossoms*.

With apple blossoms must go together as a phrase. *With* has little or no meaning by itself; neither has *apple blossoms* alone here.

Draw parentheses () around the phrase modifiers in the following and an arrow to the word that each phrase modifies:

2. The parson lives near the church.
3. The boat was hurled against the cliff.
4. A basket of fruit stood on the table.
5. Millions of Russians were killed in the war.

What is really the subject? What does *of Russians* do?

6. The path in the woods was overgrown with weeds.

7. The merry picnickers were drenched to the skin.

8. Most of Class V worked steadily for the entire period.

9. The soldiers of the royal guard were men of great strength.

10. The minister of war advanced thoughtfully to his council table.

SUPPLEMENTARY REVIEW PROBLEMS

I. Draw a wavy line under all the verbs in the foregoing list.

II. Modify each of the following words in two ways:

a. By one word; for example, *the red barn*.

b. By a phrase—a group of words beginning with a connecting word like *with, in, to, by, for*, etc.; for example, *the barn with the red trimmings*.

milk	play	sees	walk
weather	ocean	rides	school
king	talk	swim	quarrel
words	speak	skates	dog

III. Here are more sentences containing *phrase modifiers*. Draw parentheses around them and arrows to the words they modify:

1. The fire in the grate was very hot.
2. The view of the garden is charming.
3. The gypsies are mysterious nomads of the world.
4. The little Tudor garden at Hampton Court was built in the sixteenth century.
5. The shepherds of Roumania are most picturesque.
6. The girl helped about the house.
7. That man on the corner is the sheriff of this county.
8. Mary went to Professor Smith's lecture on chemistry.
9. All the men voted for the bill.
10. The toboggan went flying down the hill and over the lake.

IV. Tell for each phrase whether it is adjective or adverbial.

V. Mark each phrase to show what word it modifies. Also check all the adjective phrases and underline those that are adverbial.

1. The reign of Henry IV of France was gratefully remembered by his subjects.
2. The great pine stood alone on the top of the steep hill.
3. Behind the burly form of the policeman was the grinning face of Swiggey.
4. The Pilgrims settled in Plymouth in the year 1620.
5. The editor of the *Cardinal* wrote steadily at his desk for two hours.
6. We were sheltered in a small harbor on the New England coast.

7. In those days I lived in the Catskill Mountains.
8. The Irish terrier slunk away like a coward.
9. There came a crashing knock at the door.
10. The big bull, with a furious bellow, rushed at me.

VI. Find phrase modifiers in the following sentences. Check all the adjective phrases and underline those that are adverbial. Challenge for 100 per cent mastery.

1. The war with Holland was renewed by Charles VI.
2. The German Diet met at irregular intervals and without much effect.
3. Peter's reforms extended throughout Russia.
4. The foes, without an angry look, rode to the cluster of palms.

One phrase may have several nouns, like those in the two following sentences:

5. Several families of deermice with big, floppy ears and soft, lustrous eyes and white stockings lived in the ruined walls.
6. The farm laborer, with all his faithfulness and skill, has never been appreciated.
7. The gnats came in thick and buzzing swarms.
8. Dick had gone to his room with his books.
9. The Indian crept stealthily toward the unsuspecting herd.
10. The traveler is well repaid for his hard climbing.

It may help you to see the way phrases modify if you learn to make a picture or diagram of the sentences in which they occur. See Appendix IV, pages 250-252.

MYTHOLOGY—LESSON XII

ESSENTIALS

1. What advice did Circe give Ulysses before he left her? Describe his journey to the land of shadows. What well-known shades did he recognize among the dead? Who was the saddest figure of all?

2. How did Ulysses show his wisdom in his experience with the Sirens? What use have we made of this word *siren*? Do you think that this is an appropriate name? Why, or why not?



OPTIONALS

More myths for reading points:

Apollo and Daphne
Glaucus and Scylla
Echo and Narcissus

Hero and Leander
Hebe and Ganymede
Pan and Syrinx

CHAPTER XXV

VOCABULARY TESTS

ESSENTIALS

1. Find at least ten words containing the prefix *post*, meaning after, as in *postpone*, *post-bellum*.

2. What do you suppose *re* means?



revert	react	result
revisit	retire	return

3. Fill in, from the derivatives you have learned, single words in place of the hyphenated groups:

1. Women are more *not-hanging-(from-anyone)* since the war.

2. Let us *turn-back* to the former position.

3. The superintendent granted an early *(act-of)-sending-away* on circus day.

4. Some Americans do not believe in *(act-of-) coming-between* in European affairs.

5. The *person-who-is-sent-out* had just returned from China.

6. The discharged girl was much *cast-down* in spirits.

7. Glass is a *leader-across* of sound.

8. Jacob Riis was a public *one-who-does-well*.

Can you make up any more sentences of this sort to test your vocabularies and for optional credits?



OPTIONALS

1. Pick out the roots and prefixes you know in the following words:

opportunity	illegible	illiterate
affection	influence	independence
eligible	superfluous	coroner
centennial	reflection	primeval

2. Is there any history connected with the word *coroner*?

3. What is your total score of words to date?

THEME ASSIGNMENT

Write a short story about some of the descendants of the root *spec*. *Spectrum* is the scientist of the family and a very interesting one to look at. *Speculate* means two quite different things, and so does *spectacles*. Do you know whether *species*, *specie*, *specific*, and *specimen* are related? How is *spec* related to *vid* and *vis*?



GRAMMAR—LESSON XIV

Thus far we have been recognizing the simple subject, verb, and modifiers. The *complete subject* is the simple subject plus its modifiers. In the sentence *The cozy room with the red-tiled fireplace was littered with books and papers*, *room* is the simple subject, but *the cozy room with the red-tiled fireplace* is the complete subject. The verb with its modifiers, as, *was littered with books and papers*, is called the *predicate* or *complete predicate*.



I. Underline with one wavy line the complete subject, with two wavy lines the complete predicate, in the following, as:

The cozy room with the red-tiled fireplace was littered with books and papers.

1. The first English settlement was made at Jamestown.
2. The boys on our team played well.
3. The game was sharply and hotly contested.
4. The bridge was finally completed.
5. Caesar probably was the greatest warrior of all the Romans.

6. The opening chord of the march sounded.
7. At the end of fifteen minutes Paul reported.
8. After the theater we drove home.

After the theater does not tell anything about *we*. It tells *when we drove home*. Therefore it belongs with the verb and is part of the predicate.

9. The lowing herd winds slowly o'er the lea.
10. Into the valley of death rode the six hundred.

II. Underline complete subjects and predicates, as above, and draw parentheses around all nouns.

1. Over hill and down dale the white horse sped.

How do you tell whether the first phrase modifies the subject or the verb?



2. Here comes the teacher!
3. Quick as a flash the blow fell.
4. Lost in the wilderness the children wandered for hours.
5. Down he went on all fours.

6. Now and then we find a village.
7. Everywhere one meets honest, smiling faces.

8. These hardy mountaineers mind their own business.
9. Along our route we found many shrines.
10. Here the wall is partly in ruins.

MYTHOLOGY — LESSON XIII

1. Who had warned Ulysses of the danger of Scylla and Charybdis? Describe his passage through these terrors.
2. Read the myth about Scylla, who was once a beautiful maiden.
3. What happened on the island sacred to Apollo?
4. How did Ulysses arrive at the isle of Calypso? Who was Calypso? Who appeared to her to order Ulysses' release? How did she help Ulysses start for Ithaca?

OPTIONAL READING LIST

Theseus and Dædalus	Cædipus and the Sphinx
Castor and Pollux	Antigone
Admetus and Alcestis	

CHAPTER XXVI

THREE MORE WELL-KNOWN FAMILIES

ESSENTIAL PROBLEMS

1. *Ag, act* means "drive" or "do." How many words can you find built upon this root?
2. *Merc* is a root meaning "pay." Find at least six derivatives.
3. Work out from the following list of words the meaning of *ped*:



pedestal
centipede
pedal
pedestrian

pediatric
impede
pedant
quadruped

4. Combine in as many ways as possible these stems and prefixes. The minimum is fifteen. See who can make the most.

STEMS

mitt, miss
ped
struct
ject
prob
scend
ven
ced, cess

PREFIXES

in
ad
pre
pro
anti
dis

OPTIONAL PROBLEMS

1. Here are some synonyms of *laugh*. Write for each one an appropriate sentence to show their differences:

giggle	chuckle
titter	chortle
snicker	guffaw

2. How many words for *walk* can you think of? Here are a few: *waddle, hobble, plod, strut, shuffle.*



THEME ASSIGNMENT

Write a brief story about one of the marriages and foreign descendants of the *Merc* family. You will find that they had some curious relations in very ancient times with a Latin word *pecus*, meaning "cattle, a herd," and with the Anglo-Saxon words *chap* and *cheap*. Any one of their adventures should make a good story.



GRAMMAR—LESSON XV

Do you know how to put two sentences together to make one? Supposing you try these:

Sawing wood is hard work. Playing tag is fun.

If you use *and* or *but* as a connective, you can make a compound sentence.

Sawing wood is hard work, but playing tag is fun.

This is a compound sentence because the two statements are really related and are joined, and because each is independent; each can stand alone, connective and all, like this:

Sawing wood is hard work. But playing tag is fun.

I. Here are some compound sentences. Mark every simple subject and verb in each sentence, and then put a wavy line under the connective:

1. He found me, and I got a spanking.
2. We all went fishing, and John fell in.
3. My father is at home, but my mother is in Chicago.
4. The man was hit by a train, but he was not hurt.
5. The grass is green and so is my pencil.
6. So much I saw, almost in a dream, for I had not yet recovered from my fear.
7. Saturday morning had come, and all the summer world was bright.
8. Do not punish me and I will do my work.
9. John sat down and soon he was asleep.
10. Tom was innocent, but his face was red.

II. How many can get 100 per cent in this set?

1. I broke a window, but I did not have money for a new one.

2. I bought a tie yesterday, but I got excited and lost it.
How many *verbs*? How many *clauses*?

3. Last night was Hallowe'en, and I had a free night's lodging.

4. The murderer escaped, but he was caught in a near-by town.

5. Henry Longfellow shot the marble, and the boys looked on in awe.

6. I caught a good big catfish, too, and Jim cleaned him with his knife and fried him.

How many *verbs*? How many *clauses*?

7. Won't you please go with me, or don't you want to?

8. The man laughed long and loud, but Jim could not see the joke.

9. Then I told him the whole thing, and he grinned.
10. I had the middle watch, but I was pretty sleepy by that time.

Supplementary lists, for all who have failed to get 100 per cent so far:

- I. 1. Jimmy Rose sat on a pin, and Jimmy rose.
2. The cat shall be my friend, and I shall be the friend of the cat.
3. Monsieur, do not send me away, and I will do your bidding.
4. I am lost, but at least I will sell my life dearly.
5. He is soon beyond the reach of the dog, but he is not yet in safety.
6. Lucille cried and kicked, but John just sat down and looked very angry.
7. The bear crouched near the ground, and the man hid behind a tree.
8. The lightning flashed vividly, and its light revealed a little old man.
9. The sun browned the men, and it chapped the boys' lips.
10. The sun was shining, but the sidewalks were all wet from the rain.

II. 1. The men went off the boat, and I got aboard the raft.

2. I saw the dog under the tree, and I dared not come down.
3. The men scrambled to their places, and the hum of cylinders began.
4. His head was throbbing, and the smells of the animal tent were intolerable.
5. The tunes had a sad quality, but he could listen to them all night.

6. The lights were dim, but the robbers had a flash-light.

7. He did not dislike this work, but it overtaxed his strength.

8. It was growing dark, but the men worked on with desperate energy.

9. Some boys play hockey, and others prefer baseball.

10. He took another sniff, and again he retreated.

III. 1. The whole house was aroused, and all the servants came running in.

2. My name is Nicholas, but I am known as Faribole.

3. I sing verses in the streets and I light lamps.

4. She must weep, or she will die.

5. Carol went to bed, for she was tired.

6. The leaves are falling, and so the swallows will soon be gone.

7. What is your name and what is your age?

8. The sun shone brightly, and the smoke curled from the chimney of the little gray house.

9. The man at the helm was watching the luff of the sail, and he was whistling gently to himself.

10. Would you like supper at the hotel tonight, or would you prefer a little supper here?

IV. If two independent clauses have no connective like *and*, *but*, *for*, or *or*, do you know how many sentences you have? One of the commonest mistakes which pupils make is to write sentences together like those below. See if you can get 100 per cent in separating them with periods and capitals, as they should be.

1. That night the boys went out to the shed, they soon got their tools and started back.

2. There is one dragon fly that has four long legs, they look like horse's hair.

3. Soon a most frightful cry for help reached their ears, they soon found out it came from the chimney.

4. Don't waste food it is valuable.

5. In order to break a horse one must have much patience and gentleness, in fact, an unlimited amount is necessary.

6. The hydra is a tiny water animal, it lives on the plants under the water.

7. Few people are glad to do anything for you, this is because they are selfish, they don't know the glory of sacrificing.

8. Suddenly the sun came up from the clouds, with a shriek everything vanished.

9. Well, I couldn't help it, I wanted to spear that fish.

10. These pigeons had been stealing grain, we tried to catch them, finally we put a stop to their thefts.

MYTHOLOGY—LESSON XIV

1. Read the remainder of the story of Ulysses' wanderings after he left the isle of Calypso until he arrived in the land of the Phæacians. Who discovered him on the shore? Did he enjoy his visit in this place? How was he entertained?

2. Give at least three English words whose meanings are clearer to you from the stories about Ulysses.

3. Write a short one-act play based on some one situation in Ulysses' wandering.

READING OPTIONALS

Eteocles and Polynices

Aristæus

Acis and Galatea

Orestes and Electra

Aurora and Tithonus

Orion

CHAPTER XXVII

SOME OF THE LESS-KNOWN FAMILIES

ESSENTIALS

Following are family groups of words from Latin or Greek ancestors less common than the ones preceding. Try to work out from each group the common ancestor and its meaning. Then check your guess by the dictionary.

1. abbreviate, brevity, breviary

2. gratify, gratis, gratification



3. audible, audience, auditor

4. conjure, juror, jury

5. lave, lava, lavatory

6. lever, levy, elevate

7. manuscript, manage, manufacture

8. marine, mariner, submarine

9. miracle, mirage, admire

10. expel, dispel, compel, pulse, repulse

11. consult, insult, result, desultory, assault, Sault Ste.

Marie, salient



12. direct, erect, rectify

13. consent, assent, presentiment

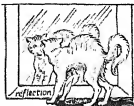
14. confuse, fuse, fusion

15. suicide, homicide, regicide

16. trouble, turbid, turbulent, disturb, tribulation

17. complete, replete, complement

18. candidate, candid, incandescent, candelabrum
19. elocution, loquacious, colloquial
20. Inflect, reflection, flexible, deflect
21. delude, illusive, prelude
22. captain, capital, chief, decapitate, cape



Below you will find a list of the commonest English (Anglo-Saxon) prefixes. Find some other examples for each one.

1. *be* (intensifying verbs), as in *befriend*, *bedeck*
2. *with*, "from" or "against," as in *withhold*, *withstand*
3. *mis*, "wrong," as in *misstep*, *misrule*
4. *for* "not," as in *forbid*
5. *fore*, "before," as in *foresee*, *forehead*
6. *out*, "beyond," as in *outdistance*, *outweigh*
7. *un*, "not," as in *unskilled*, *uncouth*, *unhappy*, *unfortunate*



The last (*un*) is probably a relative or cognate of what Latin prefix?

OPTIONALS

Knowing what you do about the family history of words, do you think you could ever have made these mistakes?

1. ammonia—the food of the gods
2. armistice—one who takes part in battle
3. audible—worthy of applause
4. beneficence—a state of insanity
5. capillary—a little caterpillar

6. culinary—cunning and cute
7. demagogue—a vessel containing beer and other liquids
8. egregious—a good many sheep together
9. impetuosity—to get into a pet
10. ingratiating—grating up the ear
11. irritate—to disturb
12. mercenary—one who delivers a message
13. perennial—every seven years
14. prism—a prim precise person
15. republican—a sinner mentioned in the Bible
16. reticence—tardiness
17. tenacious—ten acres of land
18. vacillating—ticking like a pendulum
19. ominous—power to eat all things
20. pennyroyal—relating to money



Thus far we have said nothing about suffixes. They are so numerous and so various in formation and meaning that only the commonest ones will be listed below for your inspection. They do not often carry much meaning; but usually they help to tell the part of speech, and they are often very interesting. Find several examples for each one.

1. Suffixes from the Greek:

- ic, adjective ending
- m, ism, noun ending
- sis, noun ending denoting action
- ist, noun ending denoting agent or actor
- ter, tre, noun ending
- y, noun ending for abstract nouns

2. Suffixes from French and Latin:

able, ble, ible	ce, cy	ion, tion, sion
ace	plex, ple	ish
acity	sion	itious
age	ture, tery	ive
al	ty, tery, tor	ment
ance, ence	esce	mony
ant, ent	ile	ose, ous, orium

3. Suffixes from Anglo-Saxon:

craft	ful	ness
d	hood	ship
dom	kin	some
el	ly	stead
ern	less	ward
	fast	

THEME ASSIGNMENT

Write the story of the strange adventures of a suffix and the various company it got into. Or tell of the curious changes that came to the root *miss* in its association with three of the suffixes listed above and with several prefixes. You will need to find out whether this is the same root as the noun *miss* and the prefix *mis*.



GRAMMAR—LESSON XVI

Complex sentences.

1. After the commander gave the signal, some men refused to advance.

You see that there are two statements—two sets of subjects and verbs—in this sentence. Under-

line all subjects once, and all verbs twice. Are these *both* like the sentences in Grammar Lesson XV? Can *both* of them stand alone, connective and all, with a period and capital, and make *two sentences*? *Some men refused to advance* can, but what about *After the commander gave the signal*? If you put your finger over *after* and begin *the* with a capital letter, you have a perfectly good sentence; but you can easily see that, with *after* included, you immediately want to know *what happened* after the commander gave the signal. The clause is now *dependent* on something else; it is not grammatically complete.

After is the word which shows that the first *clause* or *statement* is dependent. We call *after* and words with this same use *dependent connectives*. Another name for these is *subordinating conjunctions*. Is that a good name? Why?

I. Underline the subjects and verbs in the following sentences, and draw a circle around the dependent connectives:

2. We stopped and rested while Lewis explored the surrounding country.

3. Since the boy was unusually clever, he was not caught.

4. The news that peace had been declared gave us new courage.

5. He became ill, so that he must be taken home.

Cross out *so that*, and what do you have? How many *independent statements*? How will you then have to punctuate?

6. If you wish, we will have our class outdoors today.

7. As soon as James heard of his father's death, he started for home.

What is the connective here? It is made of three words.

8. Lord Evandale mounted the horse while Cedric officiously held the stirrup.

9. As they were walking along in the woods, they heard a roar in the distance.

10. When he regained consciousness, he was being carried home by two strong men.

Subject and verb in dependent clauses.

II. Underline the *subject* and the *verb* in each of the following clauses. Can these clauses or statements stand alone as sentences, with capital letter and period? Can you tell why?

1. About two years ago when I was living in South Carolina

2. As I was nearing the end of the woods

3. When suddenly we sprang out of bed at the cry, "Fire! Fire!"

4. Who had lived for years in the little village where Silas was born

5. When all the ghosts are supposed to walk around

6. If a Scout is honest and kind

7. The man that you were speaking to just now

8. While the only places to play baseball in the city are some squashed-in back yard or vacant lot

Dependent connectives.

III. Re-write and improve the statements on page 162 by supplying connectives. See whether

you can find better connectives than *and*, *but*, and *so*; try *dependent connectives*.

1. The man was in a hurry. He did not see the wire. He fell sprawling.

2. Stanley worked on a newspaper. He felt his importance. One day he made a serious mistake. It humbled his pride.

Make two or more sentences of group 2 if that is the best way to say it.

3. Ted played guard on the team. The game was on Friday night. Our team won.

4. The prisoner did not dare hesitate. He answered promptly, "I did, sir."

5. Benjamin Franklin was persuaded to turn a grindstone. It was long, hard work. He afterward distrusted men with axes to grind.

6. We worked hard. It wasn't long before we had all the wood piled.

7. The grass is parched and brown. There will be rain tonight. Soon the grass will be green again.

IV. Underline the dependent clauses in these sentences. Draw a circle around the dependent connectives.

1. When we decomposed water by the electric current, we secured twice as much hydrogen as oxygen.

2. This is carbon, which is a useful element.

3. He galloped rapidly to the point where the herd had last appeared.

4. There is a limit, which is ten days.

5. They can make any other laws which do not infringe on the central government.

6. He understood why they did not get it.

7. The working of cogwheels can also help to make clear some other matters that you do not yet understand.

8. My father, who had never been there, enjoyed it immensely.

9. He is the man whom I saw.

10. The candy which she gave you is gone.

MYTHOLOGY — LESSON XV

ESSENTIALS

1. What was happening in Ulysses' home during his ten years of wandering?

2. Who started out to find him?

3. Did Telemachus find any news of his father? How and where? Whom did he visit on his travels?

4. How was Penelope postponing the choice of one of her suitors?

OPTIONALS

What advertisements can you find that are based on mythology?

CHAPTER XXVIII

REVIEW OF WORD BUILDING

ESSENTIAL PROBLEMS

1. Define, and illustrate by two examples, each of the following terms:

derivation

root

prefix

suffix

2. List from memory at least twenty of the well-known heads of Latin families which you have learned, with several English representatives of each.

3. List fifteen Latin prefixes with two or more derivatives of each.

4. Make a list of at least five common well-known Greek roots; and a list of five of the commonest Greek prefixes.

5. Can you think of the reason why we do not treat more of the Anglo-Saxon words in English just as we have the Latin derivatives? Why don't we need to learn their roots and prefixes and analyze and divide them into their various parts?



6. Explain the ancestry of the word-family that includes *fact*, *fashion*, *confection*, and *fetish*. Why did some members of the family change the spelling of their name? You should be able to find twenty or more representatives of this large and various group.

7. What two meanings has the prefix *in*? Give examples illustrating each. What is the Anglo-Saxon equivalent of one of them?

8. What is the meaning of *perspective*? Divide the word into its parts, giving the meaning of the root and the prefix.

9. Dissect *procession* or *autobiography*; give the family name for each part.

10. List the ten most interesting new discoveries in words which you have made. Use each in a sentence.

Additional problems for drill for those who failed of 100 per cent on the first group:

1. Give four derivatives of *port*. Show the meaning by using one of them in a sentence.

2. Give five derivatives of *duc*. Use one in a sentence.

3. Give five derivatives of *scrib*. Use one in a sentence.

4. Give five derivatives of *pos*. Use one in a sentence.

5. What does the prefix *trans* mean? Give at least five examples.

6. What does the prefix *sub* mean? Give four examples.

7. What does the prefix *pre* mean? Give four examples.

8. What does the prefix *re* mean? Give four examples.

9. What does the prefix *post* mean? Give four examples.



OPTIONAL PROBLEMS

1. The only common French roots which do not go back originally to Latin are the following:

parle, "speak" *bas*, "below" *taill*, "cut"

Find as many derivatives of each as you can.

2. Look up the histories of the following words:



snob	varlet
prude	menial
assassin	egregious
inoculate	legend
minute	leopard
mob	

GRAMMAR — LESSON XVII

Find the dependent connectives in the following sentences. Tell in each sentence which clause is dependent.

1. John watched his brothers while they wrote the letter.

2. The result was that the treaty was signed.

3. The boy I met yesterday was Jack.

Where is the dependent connective?

4. Smiling, Jack held up the package which the old man had dropped.

5. His wife was driving sedately to church, while Curly trotted behind the wagon.

6. This is the spot where the dog was buried.

7. After we had consumed a bag of candy, we wanted a drink of water.

8. When we came to the rescue, the boat had sunk.

9. Quentin asked the stranger whence he came.

10. As I was looking out over the water, the sky suddenly reddened and the sun sank below the horizon.

SUPPLEMENTARY PROBLEMS

I. Underline simple subjects and verbs in the ten sentences above. How many sets do you find in each?

II. What other well-known dependent connectives can you think of? Make ten complex sentences of your own with two sets of subject and verb each.

III. Re-write the following sentences, using as many different connectives as you can for each one. Minimum, twenty sentences.

1. The girls had measles. They did not go to school.
2. The magicians laid the coins on the table. We selected one.
3. The boys were warned to keep out of the gymnasium. They marched boldly to the door.

Try both *compound* and *complex* sentences for this.

4. You had better keep your wood stored under a tree. If rain falls it will remain dry.
5. Tomorrow is Saturday. There will be no school.
6. He is a good ball player. He rarely makes an error.
7. Joe must be careless. He would not make so many mistakes.
8. Come on in. It's raining.
9. Get to work. You will get into trouble.
10. Where has he gone? I don't know.

IV. Find the dependent connectives in this list of sentences and underline the dependent clause that each introduces. If you can make 100 per cent on these you have mastered finding dependent clauses.

1. The doctor examined me while Joe stood by.
2. The ball hit at the point where George had last seen Hamilton's glasses gleam.
3. The pavilion where we used to dance has been destroyed by fire.
4. Louis was aided by ministers who sat in his council.

5. One of the steers which they were bulldogging broke his leg.
6. The Roman standing race, which was the last event, was won by a girl.
7. She permitted books which attacked the government.
8. Since a great many problems face the ruler of a state, a monarch must rise early.
9. The trail that the wolves were following ended unexpectedly.
10. A town was laid out where those lived who were privileged.

MYTHOLOGY—LESSON XVI

ESSENTIAL PROBLEMS

1. How did Athene help Ulysses return home unknown to anyone?
2. Describe the meeting between Ulysses and his son, Telemachus. Where did it take place?
3. What was the plan by which Ulysses was to overcome the suitors and regain control in his own home?
4. How was he disguised when he first saw Penelope? Did anyone recognize him?
5. What was the trial of the bow?
6. Describe Ulysses' vengeance on the suitors of his wife.
7. Who was Laertes?

OPTIONAL PROBLEM

Write a short play in one scene of Ulysses at the house of Eumaeus, or of the slaughter of the suitors.

CHAPTER XXIX

MORE REVIEW

ESSENTIALS

1. Here is a group of words representing eight different nations. Find their derivation.

chant	drama.	shekel	nickel
sloop	renegade	sky	impediment

Make a similar list of your own.

2. In the following list of words there are two derivatives of each of the roots which you should know. Work out a list of the roots with their meanings. See how many can make a perfect score, that is, a list of thirty-eight roots with their correct meanings.



intercede	century	technology	optical
procession	fort	geology	revival
prefer	pianoforte	spectacular	vital
intervene	convenient	respect	zoo
contradict	abstract	visor	zoölogy
dictionary	attractive	provide	posture
introduce	automaton	perpendicular	depose
conductor	commotion	pendulum	
constructive	motive	phonetic	
construe	theology	optics	
retentive	atheist		
centennial	technique		

tenant	naval	nominate
agitate	nautical	automatic
active	grade	factor
centipede	gradual	perfect
pedal	definite	admission
mercenary	infinite	missile
merchant	geologist	report
probate	chronic	portly
reprove	chronological	scripture
ascent	biography	ascribe
crescendo	infer	cognomen
biology	telephone	



hemi



3. In the following list there is one word for each of the prefixes. Study them and make a list of the prefixes with their meanings.

hemisphere	perfection	advertisement
abscond	reflect	epigram
committee	postmeridian	subscription
propose	immigrate	exodus
irreverent	preference	dismember
circumstance	interference	diameter
exempt	transmission	anarchy
dethrone	polygon	anti-war

OPTIONALS

1. Trace the blood relationships in each group:

<i>a</i>	<i>b</i>	<i>c</i>
essay	heal	ligament
actor	health	obligation
agent	hale	alliance
agile	Hallowe'en	liaison

2. Find the key syllable in each of the following words, which are made of roots that you know:

rejuvenate	agitate
resurrection	suburb
vagabond	fraternity
synonym	annuity
innovation	verdict
insurrection	alias



THEME ASSIGNMENT

Write about the adventures which the Italian word *concert* or *piano* had in coming to England.

GRAMMAR—LESSON XVIII

Dependent connectives: relative pronouns.

1. The man who wore the green goggles was arrested for speeding.

Underline all subjects and verbs. What does *who* do? Besides this use, what noun does it refer and connect to? Could *he* in *He wore green goggles* connect? It would refer to the same noun and be subject of *wore*, but you would still have two sentences, wouldn't you? How would you have to punctuate them?

In some sentences the dependent connective has also a noun use, and not only refers like an ordinary pronoun, but connects its clause to a noun or pronoun. Such connectives are called *relative pronouns*—very useful words indeed, as you can see! In what kind of clauses will you *always* find them?

I. Mark subjects and verbs in these sentences, and name *both* uses of every dependent connective:

2. They were compelled to leave the home which had become so dear to them.

3. Baloo and Kaa were the friends that Mowgli loved best.

Is there a relative pronoun? *What is its noun use?*

4. The highest degree which is given in the University is that of LL.D.

5. The two boys who were talking during singing were sent from assembly.

6. At length the Bohemian reached the little brook, whose banks were covered with willows and alders.

What use has the relative here?

7. The evil that men do lives after them.

8. The Englishmen who supported Charles were called Cavaliers.

9. Martin Luther was a monk who had become a professor at Wittenberg.

10. The children who lived in the orphans' home were treated with great kindness.

Following are more dependent connectives, to be used as test material if necessary.

II. List all the dependent connectives in these sentences. How many are relative pronouns?

1. The soldiers were polishing their arms so that they would look well for the parade.

2. As the door opened, a man was disappearing around the gate.

3. The woman who lives near me is going to Chicago.

4. As the baby fox picked his way along the rocky hillside, from out of a patch of brush flashed a weasel.

5. The barons, who were extremely important, fought a great deal among themselves.

6. All those who had come late were penitent before the hour was over.

7. The enemy encamped along the River Sambre, which was not more than ten miles from the camp.

8. Those who had come to plead for peace went home disconsolately.

9. The children who were given as hostages were treated with great cruelty.

10. The primitive Germans, who had not lived under a roof for fourteen years, were hardy and brave.

SUPPLEMENTARY PROBLEMS: REVIEW

I. List all the verbs of two or more words in Problems I and II, pages 171-173.

II. For 100 per cent mastery of relative pronouns, give the two uses of each:

1. A substance which has in it only one kind of atom cannot be separated into simple substances.

2. Any change in a substance in which the molecules are changed is called a chemical change.

3. When we decomposed water by the electric current, we secured twice as much hydrogen as oxygen.

4. He liveth long who liveth well.

5. He denied having the money that had been stolen.

Is *having* part of the verb here?

6. The statement that he made was absurd.

7. This state of Nayarit, of which Tepic is the capital, is very rich.

8. The hotel in which I lived had been built by General Juan Ponce de Leon.

9. It was the single trail of a man who had been running quickly and bearing a burden on his left shoulder.

10. It was Mowgli whose tracks Grey Brother was following.

MYTHOLOGY—LESSON XVII

ESSENTIAL

Select a name from the following list and prepare a short autobiography to be given orally:

Telemachus	Circe	Antinous
Calypso	Penelope	Laertes
Nausicaä	Nestor	Proteus
Polyphemus	Æolus	Menelaus

OPTIONAL

Write as a short play the scene between Ulysses and Penelope when they met.

CHAPTER XXX

FINAL REVIEW OF WORD STUDY

ESSENTIALS

Now that we have pried into the private family life of so many words, you can probably recognize the ancestral name of every one in this list. Each one is a descendant of a well-known Greek, Latin, or Anglo-Saxon family. Some, of course, are the result of intermarriage among families. Remember that the suffixes do not often carry much meaning.

1. List the roots in a separate list from the prefixes. Give the meaning of each stem and prefix:

support	provide	recede
mercenary	deposit	transport
polytheism	composition	legible
interrupt	attract	visage
collection	prefix	providence
degradation	promote	participate
inspect	phonograph	accessory
subscribe	finally	precipitate
define	fidelity	excursion
adventure	withhold	beneficiary
benediction	steadfastness	referee
educate	local	subdue
deduct	vivacious	effect
import	postpone	post-bellum

2. Investigate the distinction between the members of these pairs of words. Make sentences using them correctly:

affect, effect

let, leave

raise, rise (verbs)

accept, except

bravery, bravado

species, specie

3. Substitute appropriate words for the poor, over-worked ones in parentheses:

1. Eileen is (simply crazy) about the movies.
2. She had on the (cutest) hat.
3. They gave a (slick) performance.
4. The play was (simply) great.
5. We all had an (awfully good) time.
6. We were (scared to death).

OPTIONALS

1. Build family trees for ten verbal ancestors you learned in optionals this year. Record the new discoveries on the Vocabulary Score Board.

2. Here are two groups of related words. See whether you can figure out the ancestor of each group.

a

avail

invalid

valiant

prevail

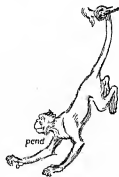
b

sponsor

correspondence

despondent

3. What is the Latin ancestor of *jury*? How many relatives containing the same root can you name?



THEME ASSIGNMENT

Write an adventure of any member of the *Scend* or *Pend* families. Choose an interesting one.

GRAMMAR—LESSON XIX

A clause can do anything that an ordinary noun, adjective, or adverb can do. Therefore the whole clause can be a modifier. It can be an adjective modifier, as in this sentence, "That game *which you saw* was between our school and another." What does the dependent clause modify? Or it can be an adverbial modifier, as here: "*Since John had broken training*, he had been put off the team." What does the dependent clause modify?

I. Here are sentences containing both kinds of dependent clauses as modifiers. Underline the dependent clause and draw a line to the word it modifies; indicate what kind of modifier it is.

1. At least Sir Richard died as he lived.
2. When they went down to the house they first met the old steward.
3. The thought that she was an Englishwoman pleased her.
4. We did not need the repeated assurances that the cabinet ministers gave.
5. The foundation was constructed by men who worked under water.
6. Since they move faster, they strike harder when they hit the walls of the tire.
7. Meanwhile we remained hidden in our lairs in the daytime, and waited till we could creep out and go about our business.
8. Scores of small hand laundries which were doing a good business immediately closed.
9. Therefore we shambled on, with an air of boisterous gaiety which was anything but genuine.

10. As soon as parades for the day were over, there was a rush for the orderly-room bulletin board, which was scanned eagerly for news of an early issue of clothing.

II. Analyze these sentences as you did the preceding group:

1. Dick was so weary that he could not study.
2. Tom studied half the night so that he'd have his lessons perfectly on that great day.
3. When the methods of the past become too clumsy, they are given up.
4. When Charles came to the throne in 1697, he was fifteen years old.
5. As time went on, Napoleon's despotism grew.
6. When the rails are slippery, the driving wheels spin uselessly.
7. I will go when you are ready.
8. If he is asked about his money, he turns pale and swears he has not a farthing.
9. Miss Aillie was quite disappointed in Tommy when she heard about his failure.
10. These are the boys I like.

III. For 100 per cent mastery:

Underline the dependent clause.

Draw a circle around the dependent connective.

Tell whether the dependent clause is an adjective or an adverb.

1. He sent a message by a boy who happened to be standing near.
2. These things he did automatically as he skipped about the deck.
3. Harvey handled the *Constance* as if she might have been a load of dynamite.

4. It was Harry, who only wanted to see John.
5. Signs were not lacking which told the monarch of his danger.
6. The graph of the first equation is a circle whose radius is 2.2.
7. The law of the jungle, which is by far the oldest law in the world, arranges for every kind of accident that may befall the jungle people.
8. The law of the jungle was like the giant creeper, because it dropped across everyone's back.
9. Trouble began when the winter rains failed.
10. Mowgli ran all night until he came to the cave.

CHAPTER XXXI

CLAUSES AS NOUNS OR SUBSTANTIVES

GRAMMAR—LESSON XX

Noun or substantive clauses. You have found that *clauses* can be as good modifiers as single words. They can also be used as subjects of sentences, as direct objects of verbs, or as predicate nominatives. Such clauses are called *noun* or *substantive clauses*.

1. *What I saw* pleased me.

What is not subject of *pleased*; *I* is not, nor is *saw*—but the *whole thing* is what pleased me.

1. Underline the noun clauses and tell whether they are subject or object of the verb:

2. The captain stated that self-confidence was most important.

3. "Oh, I meant no offence!" cried the old man in a trembling voice.

4. That he was guilty was quite certain.

5. No one realized how important the stranger was.

6. Mr. Prince does not think that such a plan is advisable.

7. "Oh, come in!" June cried. "Don't be a 'fraidy cat."

8. He could not understand why he had failed.

9. He asked me whether this was my brother.

10. I'll tell you what you ought to do next.

II. Underline the noun clauses and tell their use.
These sentences are harder:

1. He demanded that we do as he said.
2. The result was that he lost his bet.
3. They knew from what country he comes.

What does *from what country* modify?

4. The fact was that California was not under Mexican control at all.
5. That a water solution of hydrogen sulphide is a poor conductor of electricity shows that as an acid it is very weak.
6. That I have no money is certain.
7. She could guess on which road they would come.
8. I hope, Sir, you will reflect on all this, and that you will be so good as to contribute to that union which I desire and which you wish for.
9. The main improvements were that the bore and charge were reduced.
10. I beg that you will promise that they will not lose their lives.

III. More noun clauses:

1. The reason for the delay was that a blizzard blocked the tracks.
2. He believed that he was born for the business.
3. He early discovered that the king's officials were stealing.
4. The chancellor's argument was that it was a war budget for "waging implacable war against poverty."
5. Whoever kills this man will be doubly punished.
6. The telegram said that he would be home soon.
7. The question is whether I shall go or not.
8. Whoever plays fair will win.

9. That he will scold us is sure.
10. The belief is that millions now living will never die.

IV. Problems for 100 per cent mastery. Underline the *noun clauses* in the following and tell whether each is *subject* or *object* or *predicate nominative*:

1. The sentiment of the class was that Billy should be punished.
2. Not until then did we realize how desperate our situation was.
3. The lady from Philadelphia asked where the milk was kept.
4. "It's in the new dairy," replied Elizabeth Eliza. Is there a dependent clause in sentence 4?
5. Elizabeth Eliza explained that it was close by the new kitchen and directly back of the new kitchen range.
6. "Well, well," said Mrs. Peterkin, "last week the milk froze, and now we have gone to the other extreme!"
7. He could not believe that his trusted servant was dishonest.
8. Whoever makes high scores will receive a reward.
9. He wished that he had not come.
10. "Wait a minute," Tom called.

MYTHOLOGY—LESSON XVIII

REVIEW OF ESSENTIALS

Review thoroughly the following five points:

1. Names of the chief Greek divinities
2. Story of Prometheus and Pandora
3. The story of the Golden Apple
4. The Trojan War and Fall of Troy
5. The Wanderings of Ulysses

Identify each of the names in Test I and Test II by a one-sentence description:

Test I.

Pluto	Mercury	Patroclus
Juno	Sinon	Pan
Laocoön	Andromache	Cupid
Hector	Diomedes	Priam

Test II.

Menelaus	Polyphemus	Circe
Helen	Penelope	Calypso
Agamemnon	Telemachus	Mars



REVIEW OF OPTIONALS

1. Identify by one-sentence descriptions:

Theseus	Orpheus	Eurydice
Jason	Bacchus	Hebe
Proserpine	Thisbe	Ganymede
or Persephone	Psyche	Antigone

2. How are the meanings of the words and phrases in the following list connected with mythology?

phaeton	satiric
herculean	Ægean Sea
Olympian	panic
Bosphorus	graceful
hydrant	cynosure
saturnine	"The Niobe of Nations"
echo	



Satyr

mercurial
martial

CHAPTER XXXII

FINAL GRAMMAR TESTS

Test I. Sentence recognition. In the following sentences some groups of words which are *not* sentences are wrongly marked with capitals and periods. First mark every *verb* with *two* lines under it, so: John ran. Then, if any groups of words which have *no verb* are marked as sentences, change the punctuation so that they are joined to the sentences where they belong, or mark them "non-sentence."

1. Then came the best thing of all. A grand swim.
2. The story had a different sort of a hero from most stories. Tweezer, a little black dog.
3. Sometimes caravans in the desert almost perish in a strange sort of storm. A fierce hot wind called the simoon.

Think carefully whether *called* states, asserts, says something *in this place*, or not.

4. The travelers called this fierce hot wind a simoon.
5. Vienna, a capital without a nation.
6. Rising through it like wrecks through the sand.
7. I asked him why he did it, he wouldn't answer.
8. What is the matter with you, can't you see straight?
9. Use wheat substitutes, if you do not know what they are, I will tell you.

10. I have in my collection among many other things the cross-section of a small poplar tree, the inside of it is white pine.

How do you have to change the punctuation in the last four?

Test II. Subject and verb. Underline once the simple *subject*, twice the *verb*.

1. The moon above the eastern wood shone at its full.
2. Whenever you forget to throw out the clutch.

Is number 2 a sentence?

3. Swift and straight sped the arrow.
4. Quick as a flash the blow fell.
5. "Aye, aye," answered the sailor.
6. A bundle of gay-colored clothes lay under a bush.
7. Lost in the wilderness the children wandered wearily.
8. Here comes the lunch basket!
9. We had a delightful picnic after all.
10. Disheartened, I threw the lobster overboard.

Test III. Sentences and non-sentences. *a.* Mark all *subjects*, *verbs*, and *subordinating connectives* and correct false sentence divisions.

1. I jumped out of bed. Ran out and over to the dormitories.

Has the second group of words a verb? a subject?

2. He said, "I am not afraid, and will go there at twelve o'clock tonight. When all the ghosts are supposed to walk around."
3. A great bag of money was said to be buried on his farm. Gold which had been given into his keeping after the fall of General Burgoyne.

4. Can you tell me the story of corn? Planting it, cultivating it, shucking it, and making silage of the stalks.

5. About two years ago when I was living in South Carolina. We had an exciting experience.

6. Twice a day I went out exploring. Sometimes with my friends and sometimes alone.

7. After the explosion the cars were all peppered full of holes and bent in all kinds of shapes. So that all in all the train looked like a Chinese puzzle.

8. The Braves had a game with the Porcupines. In which the Braves won 25 to 7.

9. I didn't know what to do with the banana peels. So that my mother wouldn't see them.

10. Mr. Jones told us that if you count the bacteria in a drop of water under the microscope. You find there are many thousands.

b. Here is another test on *non-sentences*.¹ Mark all *subjects* and *verbs* as before; put a circle around every *dependent* or *subordinating connective*. Then make necessary changes in punctuation. See how many of you can get 100 per cent in this test.

1. We made two large shelters. Tents just large enough to keep off the rain.

2. I knitted sox and caps for poor babies. And also saved as much money as possible to give to the Red Cross.

3. We were to find the largest and the smallest horse-shoe crab. Also the most perfect one.

4. On Fifth Avenue every block was decorated with flags, some just red banners with "Lend" on them. Others the flags of the different Allies.

¹All these were written, exactly as they are copied here, by pupils in junior high school.

5. One day when we were told to stay in the house. We got out of the window and went to meet another boy.

6. "Marooned in the Forest" tells about a man who is lost in the woods, and his life there, his weapons and tools. How he travels, and his inventions.

Even when you get it correctly punctuated this is a bad sentence—stringy and rambling. But you can remedy that difficulty some other time.

7. A great opportunity has been offered our school. That of getting a collection of the beautiful butterflies of Panama.

8. When mother brought the bananas home she told me not to eat any till she came back again. Because she was going out.

9. As I was nearing the end of the woods. I saw a dim light ahead of me.

10. We had a good time playing games. Such as Cops and Robbers.

Test IV. Harder verbs: inverted order. Be sure to pick up all your verb in these sentences; it is scattered. Find all of it and underline.

1. What can possibly be keeping John?

2. Whatever can be the matter!

What is the subject here? Be careful! What are you talking about?

3. In the deserted stone quarry were found a gold-mounted whip and the old miser's moneybags.

4. Where was Dunsy Cass last seen?

5. Far away in a miserable hut the rightful heir to the throne was dying alone.

6. The huge tiger in a frenzy of pain lunged at Dick.
7. What has been your part in this work?
8. Without Father's help, this could not have been done.
9. How did General Grant force Lee to surrender?
10. Which one of you will go?

Test V. Compound subjects and verbs.

Underline once the *complete subject*, twice the *complete predicate* in these sentences:

1. Joe and Tom were punished and shut up in a dark room.
2. The passenger opened the door and walked in.
Is the subject compound in this one?
3. He turned and leaned back in the carriage.
4. This situation and the danger threatening his son forced Servibo out in the open.
5. The underfed dogs snapped and growled in the passages.
6. The smell of cold iron, the sound of a gun, the pleasant taste of the fatal mushroom meant death to careless little foxes.
7. Freshly dug holes and the enormous tracks of grizzlies warned us to be careful.
8. The rough timbers, the stone steps, and the canvas cots were all clean.
9. One great Spanish palace and one famous German house dominated the hill.
10. The owners could not pay and offered the property for sale.

Test VI. Commands: imperative sentences.

- a. Write five sentences which are commands and underline the verbs in each. What are the subjects?

b. Underline the verbs twice, the subjects once:

1. Be careful!
2. Please close the door.
3. John, bring me my slippers.
4. If you must talk, be brief.
5. Never say die.
6. Jane, kindly let my things alone.
7. Speak plainly and tell the truth.
8. Please come and bring Towser.
9. In every difficulty stop and think first.
10. Always close the door quietly.

Test VII. Modifiers: single words and phrases.
Underline all single-word modifiers; draw parentheses around phrase modifiers. Draw arrows to the word that each word or phrase modifies.

1. Longfellow is the author of *Evangeline*.
2. The Boy Scouts were very happy in their new camp.
3. The old house of the seven gables was not the first habitation on that spot.
4. Colonel Pyncheon, the claimant, was full of an iron energy of purpose.
5. Government by the people and for the people shall not perish from the earth.
6. The long fur fringe of her ermine hood blew across her broad, dark face.
7. Through the silence and through this waste, the sleigh and the two dogs crawled like things in a nightmare.
8. Baloo, Mowgli's teacher, grew very old and stiff.
9. On the edge of Vienna, the capital, the traveler will come upon curious little patches of gardens.
10. Sometimes they go five miles for such fagots.

Test VIII. Distinguish between the phrase modifiers, in Test VII. Which are adjective, which adverbial?

Test IX. Predicate words or nominatives: adjectives, nouns, or pronouns.

1. Have you ever been seasick?

Be sure you find the *subject* and all the *verb* before looking for the predicate adjective.

2. What could possibly have been the matter with John?

What is the subject? Be careful; what *are* you talking about?

3. Over in the next field the new mowing machine gleamed yellow and red.

4. The toasted marshmallows had been ready for a long time.

5. The intruder might perhaps have been friendly and harmless, but Rover was afraid of him.

6. In all the twenty years of his reign nobody had ever been disrespectful to this powerful prince.

7. Home had never looked so good to Harry before.

8. John had been looking very angry.

9. This place can't be safe, for there is a danger sign here.

What is the second subject? *Be careful!*

10. None of the natives of that country had ever before been friendly or courteous to the explorers.

Test X. Noun function.

Underline all nouns.

List all nouns that are subjects.

List all nouns that are direct object. (Remember the *what* or *whom* test for direct objects.)

1. The truth hurt Thomas, but he needed it.
2. Have you heard of my failure in math.?
3. He who ordained the Sabbath loves the poor.
4. This is the artist whose work you admired.
5. Happy is the man that findeth wisdom.
6. The freeman is he whom the truth makes free.
7. The house, which faces on Charter Street, belongs to the University.
8. The hours that I spent on the debate were delightful.
9. My grandfather, who was a tall man, was also slight.
10. The British fired at the command, after which the Americans began.

Test XI. The pronoun. Why the name *pronoun*?

1. List the pronouns in Test X.
2. How many of them are relative pronouns?

Test XII. Noun function. Distinguish the direct objects from the predicate nouns:

1. The news gained credit from every group.
2. The crowd roused in him sad reflections.
3. "That's the war, too," said Castro.
4. Gambling is a dangerous business.
5. Lubimoff was one of the world's greatest millionaires.
6. Bagheera tracked and killed the boar.
7. The prince gave the scientist a glance of pity.
8. Castro hated the swagger of boastful heroes.

Watch out for this next sentence!

9. Six dogs ran after one rabbit.
10. Mowgli rolled a big boulder against the mouth of their cave.

Test XIII. Complex sentences and dependent connectives. You remember a sentence becomes complex when it contains a dependent connective. So *first* pick out the dependent connectives; then draw one line under the whole clause which each connective introduces.

1. My heart leaps up when I behold a rainbow in the sky.

2. People who live in glass houses should not throw stones.

3. Before a girl is admitted to Bryn Mawr she must pass an examination.

4. Rob will go if Ethel does.

5. He says that he will come.

6. When the bell rings, you will be dismissed.

7. The palace attracted the nobles who no longer lived on their estates.

8. Molière, who was a playwright, delighted the French court.

9. The water is kept out of the caisson by the use of pumps which force air into it.

10. When a workman wishes to enter the caisson, he first enters the air lock through the upper doors, which are closed after his entrance.

Test XIV. In this problem the dependent clauses are all of one kind. What is it? Put parentheses around each clause and run an arrow to the word that the clause modifies.

1. The dog that has a short tail is full of pep.

2. The mouse which got caught in a trap was dead.

3. The kangaroo that has a large tail can jump well.

4. The snow that fell this morning was a light one.

5. The monkeys that have prehensile tails can hang from trees.
6. The house which the Robertses sold is made of stone.
7. The dog, whose name was Buck, came from Alaska.
8. The man, who is very old, is lively.
9. John's wagon which his father bought him is broken.
10. The boat which wins all the races is still on the lake.

Test XV. List all the dependent connectives in the last problem. What *two* uses has each one? What are these connectives called?

Test XVI. Modifiers. In the following sentences show by arrows what each word and each phrase modify, and mark each one adjective or adverbial: .

1. Two robins built their nest within a hollow tree.
2. Tom was filled with great ambitions.
3. In the end, Mike accepted all these cruel blows of fortune serenely.
4. Don Marcos walked slowly through the gardens, away from the residence.
5. Because of the thick, dark clouds, day turned to night very swiftly.
6. We must tell one tale at a time.
7. Those were days of good hunting and good sleeping.
8. The young wolves, the children of the disbanded Seeonee pack, thrived and increased.
9. Hathi the Silent was once trapped in a pit with a stake at the bottom.
10. In his old age the snake turned to a milky white color.

Test XVII. Complex sentences and dependent connectives.

Draw a circle around the dependent connectives. Underline the *clauses* and tell what each modifies.

1. The fall of the Czar gave a ray of hope to Luboff, who hated the imperial government.
2. As she spoke, she laughed teasingly.
3. When his mother died, she left a list of all the loans which she had made.
4. Bagheera, whose nerves were steel and whose muscles were iron, was a shade slower on the kill.
5. Jack, who is very heavy, plays fullback.
6. The affair which we mentioned last week will again be discussed.
7. The mud huts, which are huddled together at the foot of the hill, were abandoned many years ago.
8. The fire which they started was put out.
9. The man who was arrested escaped.
10. They paid in full for the steamer which they sunk.

Test XVIII. Adjective clauses. Explain two uses of each connective and tell what each clause modifies.

1. The boy whom I saw yesterday plays forward on our team.
2. Italy had no colonies to which her people might go.
3. He was descended from Italian ancestors who had come to the island in the sixteenth century.
4. I rank him with men who speak for justice.
5. They must still love the land in which they have left the bones of their sires.
6. The other rooms are occupied by six young Englishmen, whom we find most companionable.

7. In the school that we attended there was little to do.
8. Finally we reached the narrow alley where his shop was situated.
9. He started to say something that I couldn't understand.
10. You speak of things which may happen.

Test XIX. Noun clauses. In the following sentences all the clauses are noun or substantive: (1) Underline each clause, (2) tell whether it is used as subject, object, or predicative nominative, and (3) draw a circle around the dependent connective or introductory word in each clause:

1. The report next morning was that Tom was better.
2. The first men soon learned that a heavy object could be pried up by a stick.
3. It is clear that air has much to do with burning flames.

What is really the subject?

4. We find that pressure exerted by confined gas always increases with temperature.
5. I say that science book is worth reading.
6. "Well," said old Bill, "I know what war is."
7. Ken Nutchell looked up and smiling said, "I can imagine almost anything in this world, but I can't imagine Platt as a soldier."
8. Whatever Mowgli did was all right to the jungle people.
9. "Here is this season's kill," said he.
10. That he should be brave and kind was his mother's wish.

Test XX. Here are all sorts of dependent clauses. Underline each clause and mark it noun, adjective, or adverb.

1. Strickland said he only hoped and prayed that they would do what they threatened.

2. Before I left I looked into Fleete's room.

3. "I can't tell you what I think now," said he.

4. I said, though I know I was arguing against myself, "It may be a cat."

5. "If the Silver Man is responsible, why does he dare to come here?"

6. We could wait in the bushes till he came by and knock him over.

7. Had he turned around and spoken, all would have been well.

Where is the dependent connective in sentence 7?

8. Thirty years ago the way was so narrow that the briars and ferns brushed against your face as you passed by.

9. They came to a bend where the hill suddenly dipped down.

10. He did not know what made him hang behind the others.

Test XXI. More dependent clauses. Label them.

1. With a strange pain in his heart which he could not explain, Jeremy moved on up the hill.

2. The report in the morning was that the child was better.

3. Her horrified eyes were staring at something tall and white which stood in the center of the moonlit room!

4. Since the volume of the gas is doubled, its molecules are farther apart.

5. Men finally learned how they could talk to each other.

6. Although food is necessary everywhere, it is not produced everywhere.

7. It can be transferred to various parts of the plants where it is needed.

8. The car stops because it cannot go farther without gasoline.

9. As the structure is of steel and concrete, it is entirely fireproof.

10. Unless every wire does its part, there will be a loss of energy.

1. If you don't like what we are doing, you needn't do it.

2. It seems the strangest case I have ever known.

3. Formalin antiseptic is used on foods which are to be preserved.

4. You had better wait until I come back before you go in.

5. Coistrel is another of the peculiar words of the age when knights were bold.

6. The place where John was found was carefully examined for any clues leading to the crime.

7. As Bagheera was so beautifully lithe and agile, he never lacked food.

8. The player who has the most is given a toy pig.

9. Men are usually successful when they mind their own business and think for themselves.

1. It is enough that I am sorry.

2. It is uncertain whether we'll go.

3. It looks as though the White Sox would win this series.

4. Whatever the earliest lawgivers in India proclaimed the people accepted.

5. The French theory insists that man does not think as an individual.

6. The great scout stood waiting while the plainsmen disputed.

7. The tradition in India was that the snake was holy.

8. This is the reason that Creator-gods are not worshiped.

9. Since you know so much about it, why don't you do it yourself?

1. Whatever you find in the chest is yours.

2. We refused to move another step unless John would come too.

3. She has told me that she is willing to try to take my place in the contest.

4. He learned that there was one place in which his influence counted for nothing.

5. After the table was cleared we got out our game boards.

6. The point of his whole story was that the boy had left with the money.

7. It was evident that his story had little to do with the case under discussion.

8. The tank was full of gasoline, so that we were sure of not having to take a walk after more.

9. That his sister had ever entertained such a notion had never occurred to him.

If additional drill is necessary, see Appendix IV, pages 241-247.

APPENDIX I

BOOKS FOR JUNIOR HIGH SCHOOL PEOPLE

MOSTLY ADVENTURE

- C. B. HAWES. *The Mutineers*
ERNEST THOMPSON SETON. *The Biography of a Grizzly*
BRUN. *Tales from Languedoc*
BRET HARTE. *Baby Sylvester*
KIPLING. *Jungle Books*
DEFOE. *Adventures of Crusoe on His Island*
PYLE. *Merry Adventures of Robin Hood*
OLCOTT, or WIGGIN and SMITH. *Arabian Nights*
JAMES BALDWIN. *Fifty Famous Stories*
WILLIAM DEAN HOWELLS. *The Flight of Pony Baker*
JAMES OTIS. *Toby Tyler*
HOWARD PYLE. *Story of King Arthur and His Knights
Men of Iron*
JULES VERNE. *Twenty Thousand Leagues under the Sea
Mysterious Island*
HOWARD DRIGGS. *"Uncle Nick" Wilson, the Indian White Boy*
J. D. WYSS. *The Swiss Family Robinson*
DAN BEARD. *American Boy's Book of Wild Animals*
FRANK C. BOSTOCK. *Training Wild Animals*
PAUL DU CHAILLU. *Land of the Long Night
Country of the Dwarfs*
LENA M. FRANCK. *Working My Way around the World*
JOHNSON. *Famous Adventures and Prison Escapes of the Civil
War*
MARK TWAIN. *Tom Sawyer
Huckleberry Finn*

- ARTHUR CONAN DOYLE. *Micah Clarke*
WILFRED T. GRENFELL. *Adrift on an Icepan*
GEORGE B. GRINNELL. *Blackfoot Lodge Stories*
OWEN JOHNSON. *The Varmint*
The Tennessee Shad
JACK LONDON. *The Call of the Wild*
White Fang
MARRYAT. *Mr. Midshipman Easy*
JOHN MASEFIELD. *Jim Davis*
Marin Hyde, the Duke's Messenger
BRANDER MATTHEWS. *Tom Paulding*
JOHN MUIR. *Stickeen*
HARVEY O'HIGGINS. *The Smoke-Eaters*
PORTER. *The Scottish Chiefs*
C. G. D. ROBERTS. *Watchers of the Trail*
Haunters of the Silence
SABATINI. *Captain Blood*
The Sea Hawk
SIENKIEWICZ. *In Desert and Wilderness*
STEVENSON. *Black Arrow*
Kidnapped
Treasure Island
ALAN SULLIVAN. *Brother Eskimo*
BOOTH TARKINGTON. *Penrod*
ALBERT P. TERHUNE. *Lad: A Dog*
ROY C. ANDREWS. *Whale Hunting with Gun and Camera*
CAPTAIN JOSHUA SLOCUM. *Around the World in the Sloop Spray*

JUST STORIES

- LAMB. *Tales from Shakespeare*
MONTGOMERY. *Anne of Green Gables*
FABRE. *Insect Adventures*
JOSEPH JACOBS. *Celtic Fairy Tales*
English Fairy Tales
WIGGIN and SMITH. *Tales of Wonder*
Tales of Laughter

- JAMES BARRIE. *Peter Pan in Kensington Gardens*
 FRANCES H. BURNETT. *The Lost Prince*
 PADRAIC COLUM. *The Girl Who Sat by the Ashes*
 DINAH M. CRAIK. *The Little Lame Prince—A Parable*
 LA MOTTE FOUQUÉ. *Undine*
 WILLIAM J. HOPKINS. *Sandman Stories*
 W. H. HUDSON. *Little Boy Lost*
 F. J. OLCOTT. *Bible Stories to Read and Tell*
 NORMAN H. PITMAN. *A Chinese Wonder Book*
 JOHANNA SPYRI. *Heidi*
 KATE DOUGLAS WIGGIN. *The Birds' Christmas Carol*
 Rebecca of Sunnybrook Farm
 OSCAR WILDE. *The Young King and the Star Child*
 MARY E. WILKINS. *A Pot of Gold*
 OLIVE THORNE MILLER. *First and Second Book of Birds*
 LOUISA M. ALCOTT. *Little Men*
 Little Women
 MARY R. S. ANDREWS. *Bob and the Guides*
 ELEANOR ATKINSON. *Johnny Applesced*
 MAURICE MAETERLINCK. *The Blue Bird*
 SEAMAN. *Jacqueline of the Carrier Pigeons*
 SINGMASTER. *When Sarah Saved the Day*

MOSTLY FOR FUN

- W. S. GILBERT. *The Bab Ballads*
 HUGH LOFTING. *Story of Dr. Dolittle*
 Dr. Dolittle's Post Office
 LEWIS CARROLL. *Jabberwocky*
 Hunting of the Snark
 Alice's Adventures in Wonderland
 Through the Looking Glass
 KIPLING. *Just-So Stories*
 KENNETH GRAHAME. *Wind in the Willows*
 LUCRETIA HALE. *Peterkin Papers*
 J. C. HARRIS. *Nights with Uncle Remus*
 EDWARD LEAR. *Nonsense Book*

- RUDOLPH ERIC RASPE. *Adventures of Baron Munchausen*
 FRANK R. STOCKTON. *The Queen's Museum, and Other Fanciful Tales*
 THACKERAY. *The Rose and the Ring*
 CAROLYN WELLS. *Such Nonsense*
 THOMAS BAILEY ALDRICH. *Story of a Bad Boy*
 Story of a Cat

SOME MORE DIFFICULT BUT EVEN BETTER BOOKS FOR THOSE
 WHO CAN READ THEM

- LOUIS UNTERMAYER. *This Singing World*
 EMILIE K. BAKER. *Out of the Northland* (Norse myths)
 P. C. ASBJÖRNSSEN. *Norse Fairy Tales from Dasent*
 Tales from the Fjeld
 R. N. BAIN. *Cossack Fairy Tales*
 CROCKETT. *Red-Cap Tales*
 LOUISE S. HASBROUCK. *The Boy's Parkman*
 ARTHUR RACKMAN. *Some British Ballads*
 HALLAM HAWKSWORTH. *The Strange Adventures of a Pebble*
 BOUTET DE MONVEL. *Jeanne d'Arc*
 HELEN NICOLAY. *Boy's Life of Abraham Lincoln*
 ARTHUR QUILLER-COUCH. *Roll Call of Honor*
 LAURA RICHARDS. *Florence Nightingale, the Angel of the Crimea*
 DAVID EUGENE SMITH. *Number Stories of Long Ago*
 BULWER-LYTTON. *Harold*
 The Last of the Barons
 CHARLES KINGSLEY. *Hereward the Wake, the Last of the Saxons*
 Westward Hol
 HORACE E. SCUDDER. *George Washington*
 HENDRICK VAN LOON. *Ancient Man*
 History of Mankind
 CERVANTES. *Don Quixote* (Judge Parry version)
 KIPLING. *Captains Courageous*
 POE. *The Pit and the Pendulum*
 SWIFT. *Gulliver's Travels*
 GEORGE TETER. *One Hundred Narrative Poems*

- SIDNEY LANIER. *Boy's King Arthur*
STEVENS and ALLEN. *King Arthur Stories from Malory*
MARY AUSTIN. *The Trail Book*
BULLEN. *Cruise of the Cachalot*
LISI CIPRIANI. *A Tuscan Childhood*
DARTON. *Tales of the Canterbury Pilgrims*
BEULAH M. DIX. *Merrylips*
DOROTHY CANFIELD FISHER. *Understood Betsy*
HASKELL. *Katrinka, the Story of a Russian Child*
KIPLING. *Rewards and Fairies*
Puck of Pook's Hill
HERMAN MELVILLE. *Typee*
KATHLEEN NORRIS. *Mother*
JACOB RHIS. *Hero Tales of the Far North*
HENRY VAN DYKE. *The First Christmas Tree*
STEWART EDWARD WHITE. *Gold*
MONTROSE MOSES. *A Treasury of Plays for Children*
MARIETTA AMBROSI. *When I Was a Girl in Italy*
MARY ANTIN. *At School in the Promised Land*
HOLMFRIDUR ARNADÓTTIR. *When I Was a Girl in Iceland*
J. N. BASKETT and R. L. DITMARS. *The Story of the Amphibians and Reptiles*
KATHARINE LEE BATES. *In Sunny Spain*
PADRAIC COLUM. *A Boy in Eirinn*
IRVING CRUMP. *Boy's Book of Firemen*
HAMLIN GARLAND. *Boy Life on the Prairie*
GEORGE INNESS HARTLEY. *The Boy Hunters in Demerara*
(Adventures with William Beebe)
HELEN KELLER. *The Story of My Life*
YAN PHOU LEE. *When I Was a Boy in China*
NANNINE MEIKLEJOHN. *The Cart of Many Colors*
VLADIMIR DE BOGORY MOKRIEVICZ. *When I Was a Boy in Russia*
MOTLEY. *The Siege of Leyden*
JOHN MUIR. *The Boyhood of a Naturalist*
PAINE. *Boy's Life of Mark Twain*
DELLA R. PRESCOTT. *A Day in a Colonial Home*

MARK TWAIN. *Personal Recollections of Joan of Arc*

JOHN MASEFIELD. *Salt Water Ballads*

W. E. HENLEY. *Lyra Heroica*

BURTON STEVENSON. *Home Book of Verse for Young People*

REVIEWS BY SEVENTH-GRADE PUPILS

Probably your teacher will give you credit as optional problems for brief reports, as good as these or better, which will help other pupils choose books they would like. Always tell what you like and give a sample to guide us.

"THE STORY OF DR. DOLITTLE" AND

"THE VOYAGES OF DR. DOLITTLE"

Any one who has not read these books has a treat to look forward to. In the *Story of Dr. Dolittle* it tells about the funny little doctor and his animal pets. You'll like it all about "Gub-Gub" the pig, "Dab-Dab" the duck, "Chee-Chee" the monkey, "Polynesia" the parrot, and "Jip" the dog. These are only a few of the delightful animal pets of the doctor. In the *Voyages of Dr. Dolittle* it tells about the wonderful adventures of "Tommy Stubbins." Be sure to put these two books at the head of your Christmas list.

WISCONSIN HIGH SCHOOL

GRADE VII

ROBERT LOUIS STEVENSON'S "TREASURE ISLAND"

I think that *Treasure Island* is Stevenson's best book and everybody ought to read it. It starts when an old pirate comes to the Inn that the hero's father keeps. This pirate has a chart that shows where a lot of treasure is kept.

Jim who is the hero gets this chart and starts with a doctor and several other men to get it. They find the crew are pirates and have many exciting adventures.

APPENDIX II

SOME ANGLO-SAXON POETRY

BEOWULF

"The *Beowulf* was really a collection of stories, some of them historical traditions of Viking voyages and real battles, most of them stories invented by the folk-imagination, like Jack the Giant Killer and other fairy stories about strange and tremendous adventures. They were invented in such a lively manner that doubtless both the tellers and the listeners came to half-believe them true—just as every child half-believes the story of Jack the Giant Killer to be true.

"These were told over many times by many different story-tellers; and presumably almost every new story-teller added something new and interesting of his own invention. And when some of these folks from Scandinavia and from Denmark and from the flat country on the coast south of Denmark sailed in their crowded boats to the island of Britain, they brought along these stories—along with their swords and shields and cattle and language and wooden images of their gods."¹

Here is the story of Beowulf's fight down in a cave under the ocean cliffs with the fierce Ettin or monster, Grendel's mother, who had carried off and eaten a Danish warrior in the night. Beowulf's sword is broken, and the fight is going against him.

And then with heart weary, this Fighter fierce and lone
Stumbled in his footing, that there he tumbled prone.
Then on the Stranger in her hall, the Mother squatted down,
And forth she drew her dagger, broad of blade and brown,

¹Quoted from W. E. Leonard's *Beowulf, A New Verse Translation*, by special permission of the author and the Century Company.

She would wreak¹ her bairn now, her only child this day;
 But on the Geatman's shoulders the woven breast-mail lay,
 And that withstood the intrust of point and edge at last.

He saw then 'mongst the war-gear one victorious bill,
 An old sword of ettins, with edges doughty still,
 The pick and choice of weapons, a warsman's prize indeed;
 But more than any other man might bear in battle-need —
 Good and brave to look on, the giant's handicraft.
 The Bold One of the Scyldings he seized its belted haft;
 And, battle-grim and savage, the ring-marked blade he drew
 And, of his life all hopeless, in fury smote so true
 That it gripped her sorely unto the neck, oh!
 And brake in twain its bone-rings. The sword was keen to go
 Although her doomed body. She crumpled in the murk.²

It is rather surprising that this poem about terrible old battles contains also beautiful pictures; but here is Beowulf's swift Viking ship faring from Sweden to help the Danish people:

The boat ere long they launched, under the bluffs abaft;
 The ready warriors clambered over the wave-tossed side;
 Against the sands the breakers were writhing with the tide;
 On the breast of the bark the heroes bore their bright array,
 Their battle-gear so gorgeous. They pushed the bark away,
 Away on its eager voyage. The well-braced floater flew,
 The foamy-necked, the bird-like, before the winds that blew,
 Over the waves of the waters — till, after the risen sun
 Of the next day, the curved prow her course so well had run
 That these faring-men the land saw, the cliffs aglow o'er the deep.
 Broad sea promontories, high hills steep.
 Ocean now was o'er-wandered, now was their voyaging o'er.
 Thence elomb the Weder-clansmen³ speedily up on the shore;
 Anchored well their sea-wood, whilst their armor clanked,
 Their mailed sarks of battle; God Almighty thanked
 Because for them the sea-paths had not been made too hard.

¹Revenge.

²See footnote, p. 205.

³"Weders" is another name for Beowulf's people, the Geatas.

TWO ANGLO-SAXON CHARMS¹A CHARM² FOR BEWITCHED LAND

Erce,³ Erce, Erce, Mother of Earth,
 May the Almighty, Lord Everlasting,
 Grant thee fields green and fertile,
 Grant thee fields fruitful and growing,
 Hosts of Spear-shafts, shining harvests,
 Harvest of Barley the broad,
 Harvest of Wheat the white,
 All the heaping harvests of earth!
 May the Almighty Lord Everlasting,
 And his holy saints in heaven above,
 From fiend and foe defend this land,
 Keep it from blight and coming of harm,
 From spell of witches wickedly spread!
 Now I pray the Almighty who made this world,
 That malice of man, or mouth of woman
 Never may weaken the words I have spoken.
 Hail to thee, Earth, Mother of men!
 Grow and be great in God's embrace,
 Filled with fruit for the food of men!

CHARM FOR A SUDDEN STITCH⁴

Take feverfew, and plantain, and the red nettle that grows, into the house. Boil in butter. Say:

Loud was their cry as they came o'er the hill;
 Fierce was their rage as they rode o'er the land.
 Take heed and be healed of the hurt they have done thee.
 Out, little spear, if in there thou be!

¹Quoted from the translations by J. D. Spaeth from Pancoast's *English Prose and Verse*, by courteous permission of the publishers, Henry Holt & Company.

²The original charm includes directions (of which this selection is one) for restoring fertility to land that was supposed to have been bewitched. The *Charms* are one of the characteristic types of old English verse, and are of great antiquity.

³Name of an ancient goddess of fertility, perhaps like the Roman goddess Demeter [Ceres].

⁴Stitch, or rheumatism, was supposed to be caused by little spears or darts, shot by a god, elf, or hag.

My shield I lifted, my linden-wood shining,
When the mighty women mustered their force
And sent their spear-points spinning toward me.
I'll give them back the bolt they sent,
A flying arrow full in the face.

Out, little spear, if in there thou be!

Sat a smith,

A hard blade hammered.

Out, little spear, if in there thou be!

Six smiths sat,

Fighting spears forged they.

Out, spear, out!

No longer stay in!

If any iron be found therein,

The work of witches, away it must melt.

Be thou shot in the fell,¹

Be thou shot in the flesh,

Be thou shot in the blood,

Be thou shot in the bone,

Be thou shot in the limb,

Thy life shall be shielded.

Be it shot of Esë²

Be it shot of Elves,

Be it shot of Hags,

I help thee surely,

This for cure of Esa³-shot,

This for cure of Elf-shot,

This for cure of Hag-shot,

I help thee surely.

Witch, fly away to the woods and the mountains.

Healed be thy hurt! So help thee the Lord.

¹Skin.

²The gods.

³Of the gods.

APPENDIX III

PUPILS' WORK IN GENERAL LANGUAGE

The following papers were written in junior high schools on some of the essential and optional problems in this book.

Chapter I — Question 5

WORDS LIKE A HOUSE

Words are like a house, that is, a house just going up. Words start with a foundation the same as a house. First you start with bricks for the foundation, each brick representing a word. The cement is the little word. That is, the cement or little word is used to use the brick or the larger word correctly. After waiting, there are so many words that the foundation is built. Then we start on the wood part, each board being a word. Then we call on the nails to help the boards, for if we didn't have nails we couldn't use the boards. In this case the boards are the larger words and the nails smaller words. After patient waiting the house is completed and we have a language.

WISCONSIN HIGH SCHOOL
GRADE VII

Chapter I — Theme Suggestion

A REAL DOG

Brawn was as good a dog as ever lived. His mother and father came of a high family of German police dogs. They both had been born in Germany, but Brawn had been born in America. Now he was going on a trip to Africa. His master loved him very much, so when he was called to Africa he took Brawn along. They soon arrived and started for the jungle. Some natives would bring up the rear a half mile behind. They were

walking softly along when something like a rag came down from a tree and started swaying back and forth. It was a python, the most terrible snake there is. Brawn knew what it was and tried to pull away his master, but his master had already been hypnotized; so Brawn started for the natives a half mile behind. They did not understand him. It was hard for him until he swayed back and forth and showed the experienced men. They hurried and just got there as the snake was about to crush his master to death, but they saved him. The natives told this tale of Brawn for years and years.

THE GREETINGS MY DOG GIVES ME

My dog is a large collie dog. He is a very pretty animal, and is admired by every one who has ever seen him. He has a very smart looking expression upon his face, and has large ears. He stands one foot and a half high and is a very handsome animal.

Immediately when he hears my whistle his ears stand erect, and he looks all around to see what direction I am coming. As soon as he sees me he gets up and runs to me, wagging his tail in a friendly manner. Sometimes he lies down directly in front of me. Other times he runs along beside me wagging his tail and giving a low growl. If I do not immediately pay attention to him he acts as if he were insulted, and goes off some place and lies down and growls for several minutes.

WISCONSIN HIGH SCHOOL
GRADE VII

A LITTLE HELPER

After sitting on the porch for a while I thought I would take a stroll down to the park. After going down a few blocks I saw a cat coming up to me in a limping way. When he was near me he looked at me piteously and held out his paw. I took the paw and patted it slowly. He pulled it away as if in great pain. I took up the paw, looked at it, and saw a piece of glass sticking out. I lifted the cat and walked back home. I pulled out the

glass and took a piece of gauze and bandaged the paw. Then I gave him some milk and let him loose. He walked from the door to the stairs, then turned around toward me and nodded to me as if to thank me. I nodded my head also as if I understood what he meant. That day was one of joy and happiness.

WASHINGTON SCHOOL, CLEVELAND
GRADE VIII B

Chapter II—Question 1

WHO MAKES THE DICTIONARY?

Most people think that the men that had the dictionary published made it, but this is not true. If one stops to think a minute perhaps he will think of a word that he put in the dictionary.

Everybody makes the dictionary. They find some new word. They tell the man who is trying to make the dictionary. If he thinks the word is all right he puts it in his dictionary. Sailors and travelers get new words from foreign countries. Then these words go in and bit by bit the dictionary is made.

WISCONSIN HIGH SCHOOL
GRADE VII

Chapter V—Theme Suggestion

THE TWIN WORDS

To was disgusted with *Fro*. *To* had wanted to run away, but *Fro*, her twin sister, tagged her all over and therefore *To* couldn't run away. In a few days *To* heard that a Danish ship was going to sail to some other land, and so, being very daring and adventuresome, she decided to get up in the night and, without awakening her father or mother or *Fro*, sneak down to the ship and hide. All went well, except that *Fro* woke up when *To* was getting out of bed. *Fro* thought that *To* was going to get a drink, so she thought nothing of it. But *To* didn't come back, so *Fro* decided to follow her. *To* thought that for once she was alone, but *Fro*, seeing the door open,

followed her and caught her, taking the naughty girl back to the house and keeping her there. By this time To was thoroughly disgusted with Fro. The next night Fro tied a small sack of flour with a tiny hole in it on To's belt, so when To went again that night Fro could follow her more easily. Soon To woke up and finding Fro sleeping soundly got out of bed and went to the boat. This time Fro didn't hear her go. But soon Fro woke up, and, seeing a tiny white line, soon got dressed and followed it. She got on the boat because that was where the line led, but the line ended here, for all the flour had run out. Fro looked all over for To but could not find her, for the boat was big. (To had hidden herself in the apple barrel.)

When daylight came the sailors got on the ship and set sail for England. This was about 850 A.D. The sailors found Fro and thinking her a nice little word, took her along. In about two days To was sick from eating apples only, so she decided that they (the sailors) would let her stay on the ship. "At least," thought To, "now I am away from my tag-along sister." But as soon as she put her head above the barrel whom should she see but Fro, who was looking for her. To was so hungry that she forgot to be mad at Fro. Fro took her to the cook; this was once that To followed Fro. Things were going nicely for a week or two when all of a sudden To spied land. Fro did at the same time. The sailors thought that they were lost, and so they gave a big sum of money to both of them. To said that if Fro had not been tagging her, she would have gotten all the money. To was very stingy. As usual she got mad at Fro.

By the time the sailors had landed on the land the twins saw many men come to meet them. All were armed as soldiers. The Danish sailors soon turned to soldiers and looked like the Anglo-Saxons. Then came an awful fight. They both fought fiercely; no one got ahead of the other. Finally they gave up and let the Danes live there with the Anglo-Saxons. When the Captains had shaken hands, women and children came to see

the new comers. They were all very nice to To and Fro. The sailors said their names were *Sky, Skill, Skull, They, Them, Their*, and *Thorp*. They were all nicely received also. To and Fro decided to live in England or Engaland and become English or Englisc, as it was then called. Soon they forgot their own homes in Denmark. We still have the twin sisters in our English language. They are *To* and *Fro*.

WISCONSIN HIGH SCHOOL
GRADE VII

Chapter VI — Theme Suggestion

AN AUTOBIOGRAPHY

I am a wee word. People call me a *chant*. I mean "to sing." The people that spoke Latin called me a *canto*. When they went to France (which was then called Gaul) they took me with them. The Gauls heard them talk about me and they remembered me. They did not hear the Romans just right and they thought my name was *chanter*, so they called me *chanter*. Then the Normans came and conquered part of France. When they went to England in ten hundred and sixty-six, they took me and taught me to the Anglo-Saxons in England. The Anglo-Saxons did not hear me right and thought my name was *chant*, so they called me *chant* and here I am. Today I mean in English to half sing and half talk. My troubles are over and I am happy in English.

WISCONSIN HIGH SCHOOL
GRADE VII

Chapter VII — Optional Problem

MY COLLIE

When I was a very young child, we had a dog named Prince. Our car was old and had no windshield, and Prince would climb out on the front of the hood, and lean over and bark at the dogs as we passed them.

MY CANINE COMPANION

When I was a mere infant, we possessed a canine whose appellation was Prince. Our automobile was ancient, with no protection from the mighty gale. Prince would courageously ascend the superior portion of the contrivance covering the motor, and straining his head in advance, hurled defiance at his fellow quadrupeds.

GRADE VII

MY PONY

I have a pony. He is all black except a small white spot on his nose. I called him Dick. He had been in the barn so many years before I got him that he was afraid of cars. When he saw one he would turn around quickly. Although he did this thing, I liked him.

MY QUADRUPED FRIEND

I possessed a diminutive quadruped called a pony, whose appellation was Richard. On his nasal appendage is situated a blonde area. He had remained in the annex of a building for such a lengthy period before I acquired him that he was stricken with fear at the sight of an automobile. If he perceived one he would paw the atmosphere wildly with his pedal appendages. But for this, I loved him.

GRADE VII

A SAD HAPPENING

A few years ago I had a mother rabbit and seven little ones in a wire hutch. One night a dog came and tore it down and killed them.

A DIRE CATASTROPHE

Several annual cycles previous to this day, I had a Lepa cunicula and several progeny. After the sun was obscured, an animal of the canine family descended upon their habitation and mutilated these unprotected creatures.

WISCONSIN HIGH SCHOOL

GRADE VII

MY TWO-WHEELED RIDING CART

I have a two-wheeled riding cart. I like it very much. I often rest on the stool and push the foot-holders. This makes it go.

MY BICYCLE

I have in my possession a bicycle. I am much attached to it. I frequently sit upon the seat and work the pedals. This action causes it to acquire speed.

GRADE VII

MY DOG

My dog is a shepherd dog. We call him Shep. He is small and looks very wise. We have taught him how to beg, and when we have a bit to eat he sits up and looks so unhappy we give him some of our food.

MY CANINE

The family of my canine is the Shepherd family. His appellation Shep befits him. He is diminutive and discreet. We have inculcated in him the consuetude of imploring, and when we have a morsel of sustenance, my canine assumes a sedentary position and appears to be very miserable, so we bestow on Shep some cookies.

WISCONSIN HIGH SCHOOL

GRADE VII

A CHRISTMAS GREETING IN LATIN ENGLISH

I desire for you a jocular Noel and a joyous additional annual cycle.

WISCONSIN HIGH SCHOOL

GRADE VII

Chapter IX—Optional Problem 4

The candidate walked down the street with his sarcastic secretary, when suddenly a capricious billy goat turned a

somersault in front of them. There then appeared the insulting aspirant, who assaulted them with his fists, which caused them much tribulation.

The sarcastic and capricious secretary, who was an aspirant for office, assaulted and insulted a candidate and filled him with tribulation. He then turned six somersaults in succession around the arena and finished off with a blood-curdling yell.

WISCONSIN HIGH SCHOOL
GRADE VII

Chapter IX—Theme Suggestion

THE SEARCH FOR CRAZY'S LEG

They had been looking for Crazy's leg a long time.

All at once Eileen yelled, "Oh! there's his leg floating in the pond over there."

"Hurrah!" yelled Blighty as he dashed for Oasis, but when he got there it wasn't there, for it had been a Mirage. Then they started to look, and Crazy cried all the harder.

"Well, we know that Oasis has it somewhere," said Blighty. So they ran in the opposite direction and soon came to Oasis, where Crazy's leg was floating. Oasis gave it to them and said he had sent out his mirror, Mirage. Crazy soon got his leg on and didn't throw himself to pieces so much any more.

HOW CRAZY FOUND HIS LEG

Etymology soon came in with an old man. He had a beard and a long white toga on. "This," said grandmother Aryan, "is my eldest son, Greek; he ought to know." "Some people," said grandmother Aryan looking straight at Eileen, "think my eldest son is Latin, but they are ignorant."

"Do you know if Crazy left his leg here?" said X speaking to Greek.

"I am not positive," said Greek in a loud tone. "However I will look; come, follow me."

Eileen and X and all the little word people followed Greek down a long dark staircase and into a big room, where there were rows of cupboards. Above each cupboard there was a chart. Eileen asked Greek what they were. He said, "On those charts are listed the new words; if they are spoken fifty times by people such as you, they become a word and we fit them out with legs, arms, necks, and everything they need."

"How do you make arms and legs?" said Eileen.

"Well," said Greek, "they take a bit of me and a little of my sister French and some of my brother Latin and mix it all up together and then shape it into necks, legs, or arms."

"Oh," said the horrified Eileen, "doesn't that hurt you?"

"Oh, no," said Greek, "for I am a dead language."

"But," said Eileen, "does not it hurt your sister French?"

"No," said Greek, "because she can grow it on again."

"When are you going to find Crazy's leg?" said X glaring at Greek.

"Right now," said Greek.

"Have you found a leg with a V on it?" said Greek to a man tending an oven.

"Yes," said the man, "and I threw it in the oven with the rest."

"O-o-o" said all the word people dismally and so did Eileen and X.

"Oh, don't take it so seriously," said Greek; "we will get him a new leg."

All the little word people brightened up at this and Eileen began clapping her hands.

But X said solemnly, "How can we without his size?"

"I will run back and ask him," said Blighty, and he ran away before they could say no. Soon Blighty came back with Crazy.

"I limped all the way here," said Crazy, "and my size is $5\frac{1}{4}$."

"All right," said the man. And he took out of the oven a big teakettle which was full of some pink stuff. He poured this

into an iron leg which was hollow. On the outside of this leg it said $5\frac{1}{2}$. "Now we will wait until that cools."

In about half an hour the little man took a straw and poked the pink stuff in the iron leg.

"It's done and ready to be put on," he said.

He took it out and it was a well formed leg. Crazy grabbed it and threw it on the floor. It did not break, so Crazy stuck it on and the little word people thanked Greek and the man. As for Crazy he was very glad and said he would play trench fight no longer.

CRAZY'S LOST LEG

The party started on once more toward the Little Old Grandmother's house, which was just a dot in the distance. They walked on in silence until they got nearly there. Then Eileen spoke up.

"Aren't you happy, Crazy, now that you are going to get your leg back?" Nobody answered. "Where are you, Crazy?" asked Eileen. Silence. She quickly turned around and surveyed the little group. Crazy certainly wasn't there! "Where's Crazy?" demanded Eileen of X.

"Don't know!" sullenly answered X, "and I don't care!!!!" shrieked X. "If he hasn't got enough —"

"Well," said Eileen decidedly, "we'll have to turn back and find him. But," turning to X, "if you don't want to go, you don't have to."

"All right," agreed X obligingly, "I will just sit on this stone until the caboodle returns." So saying he deliberately sat on a stone and refused to budge.

"Come on now," said Eileen to the band, when to her surprise she found they were all asleep. "Wake up," she shouted in Blighty's ear.

"A-n-d h-e-a-r t-h-e birds sing," sleepily added Blighty.

"Wake —," began Eileen, but before she could get any farther they all woke up and added:

"Down." At last they all started back to find Crazy. After

they had gone about a mile back they heard a pitiful, extra-small voice say:

"Put me together. Please, please, please put me together, please!"

They looked all around and found Crazy. In great haste Eileen put him together. He had thrown himself apart and was unable to assemble himself. He had found his leg in the ditch beside the road.

WISCONSIN HIGH SCHOOL
GRADE VII

Chapter X — Essential Problem 3

SUMMARY OF THE HISTORY OF ENGLISH

The Celts were some of the first people to live in England. Not much history has been recorded about them because they were there so early. Next came the Roman invasion in 55 B.C. Later the barbarians were invading Rome; so all the young Celts went to Rome to help fight. Then the Scots and Picts invaded the remaining Britons (Celts), and the Britons, being very weak, couldn't fight. So they sent a letter to the Romans called "The Groans of the Britons," asking for help, but the Romans couldn't help, so they asked the Angles and Saxons (enemies of theirs) to help, which they did. They drove the Scots and Picts away, and, liking the country, stayed there. The Anglo-Saxon invasion was in 450 A.D. In 850 A.D. the Danes came over and fought until they won all of England except a small part named Wessex. They ruled for 200 years. Some Normans came down to France, and conquered the northern part. Then Duke William, a Norman Frenchman, went to England in 1066 A.D., and fought for the crown, and he got it. Then in 1200 A.D., the Normans lost their French possessions and took up the English language. We would think the language would turn French with a little A. S. in it, but just the opposite happened; it turned A. S. with a little French in it. Then 300 years later the law courts, schools,

and other buildings were conducted in the English language. Before that people had been obliged to speak three different languages, A. S. for the peasants and people who worked for a living, French for the courts, and Latin for the scholars and high class people.

WISCONSIN HIGH SCHOOL
GRADE VII

A QUESTION

CHARACTERS: Telegraph, Radio, and Telephone

SCENE: Railway Office

TELEGRAPH: I'm better than anyone here. I can stretch over miles of land and the people can send messages over me by dots and dashes.

TELEPHONE: I certainly admire people with many wires and noisy dots and dashes. But people can talk with their own voices over me for miles and miles.

RADIO: But I am better yet, for I can talk *and* send dots and dashes, and I do not need wires to carry it.

CHORUS: Oh!

RADIO: Yes, that is true, and I can send talks hundreds of miles and messages clear across an ocean by dots and dashes.

TELEGRAPH (*taking courage*): You will have to prove that.

TELEPHONE: Yes, you have.

RADIO: All right, I will. Now you go to China, and Telegraph, you go to France, and I will send a message to you.

CHORUS: All right.

[*They go and listen to talk by RADIO.*]

TELEGRAPH: You win! You win!

TELEPHONE: Yes, you win.

CHORUS (*in distance*): You win! You win!

CURTAIN

WISCONSIN HIGH SCHOOL
GRADE VII

Stories and Plays Based on the Classic Myths

I. HUMOROUS STORIES

PENROD'S GALEA MAGICA

"Heavens! my cake has disappeared from under my very eyes," shrieked Mrs. Barton.

"But," remonstrated Mrs. Schofield, "but how could it?"

Penrod laughed. "Gee! this is some fun," chuckled he. "Wish't I knew the guy who made this magic helmet. Gee! I'd give him a piece of my cake. Whizzers! guess I'll go and show Sammy."

Off he went, his helmet under his arm. A ways down the street he passed Verman's house and he paused as he heard that worthy individual whistling. On went the helmet and in five bounds he stood in back of Verman, who was chopping wood. Penrod pulled off the cap which was set way back on the darkie's head. Verman turned around thinking it had fallen on the ground. But of course he did not find it.

"Mah goones! whar don that cap gone to?" he ejaculated. He looked all over, and meanwhile Penrod picked up the hatchet and walked in front of Verman. When he saw the hatchet seeming to go along in mid air, he screamed, and made a dash for the house. Penrod doubled over.

"Gee!" he gasped, "that was fun."

Bump! "Penrod, Penrod!" he heard, and opened his eyes. There he was, on the floor in his pajamas. "Penrod! Will you get up?" threatened the stern voice of his father.

"Yes, sir," was his audible reply. But to himself he muttered, "Gee! wish't I could have scairt Sam 'fore I woke up."

HORACE MANN SCHOOL

GRADE IX

THE BRAVEST OF GREEK HEROES

"Why, Penrod Schofield, where are you going?" Marjorie ran to the gate with a very perplexed look on her face. And

why not? For Penrod, an ordinary mortal, was dressed as an immortal Greek hero. In the first place he had a pair of winged shoes on his feet, and every now and then he took a little leap into the air and flew a block or so, brandishing a golden sword having a pearl handle. He had a winged cap on and also a suit of dazzling golden armor.

"Penrod!" gasped Marjorie, "*who* are you?"

"I," Penrod responded proudly, "am Perseus, and I'm going to kill the Medusa and rescue Andromeda and see the world and go fishing on the Mediterranean and, and —"

"Oh, how lovely! Please take me along, Penrod. It would be *so* lonely for you all alone."

"Aw, there's no fun with sissies around all the time. You need not beg, for I'm not gonna take you. *So!* And when I say, 'I'm not,' I'm *not*."

Soon a large number of his schoolmates were gathered about our hero, who looked at them all scornfully. Then something even more remarkable happened. A beautiful white horse with golden wings flew to Penrod, and this dignified personage jumped on the horse's back and the pair flew off leaving a very astounded group of children behind.

Soon Penrod, *Perseus* rather, came to an immense desert. Perhaps it was the Desert of Sahara (anyhow Penrod thought so). Far off in the distance Perseus discerned something which resembled a pyramid to his eyes. As Pegasus, the horse, drew nearer to it, Perseus recognized it as the Medusa. She glared at him, leaped into the air, and flew towards him. Perseus forgot all about the wonderful deed he had aspired to do. He turned Pegasus around and bade the noble beast to fly for its life. He soon reached the city he had left so proudly. But strange to say, all the houses were now marble palaces, the streets golden, and the vehicles seemed to be made of cake and candy. And there were those mean, unsympathetic schoolmates of Penrod jeering at him from roof gardens. "Ha, ha, ha, ha! Look at the Great Perseus X! Just look at him chasing the Medusa! We advise you to make a truce with the

Medusa, Perseus. Look at him killing the Medusa!" How very aggravating!!

Perseus then came to a large sea. The city had disappeared, but the Medusa still followed, continuing the chase determinedly. She was much nearer him and he could see her horrible features in his shield. The snakes on her head hissed and spat fire at him. Perseus dared not look at her face for fear of being turned to stone, but her horrible yells gave him a good picture of it in his mind.

Suddenly, "Oh! Perseus, save me, save me!" Perseus looked down. There was the beautiful Andromeda tied to a stake. But Perseus had no time now. He was in a very perilous position indeed, for right before him was another monster. This was the sea monster coming to devour Andromeda. He had the head of a man, although his whiskers and hair were made of eels, the body of a dreadful serpent, and the tail of a fish. Poor Perseus! He did not know which way to turn. However, when the Medusa saw the monster she forgot all about Perseus and flew viciously at this new enemy, who returned her attack. The air turned black, and with an unearthly shriek the creatures rushed upon each other.

Suddenly a gentle voice whispered, "Penrod, get up. It's eight o'clock. Didn't you hear the whistle? Hurry! You will be late for school."

"Aw-haw-haw," yawned Penrod.

HORACE MANN SCHOOL
GRADE IX

II. ORIGINAL MYTHS

THE FATE OF ADRIA

Since Adria was born, the gods seemed to disfavor Achelous, her father. One day he told his family that he was going to Delphi to consult the oracle. Amidst much kissing and many farewells he started on his journey.

When he had travelled quite a while he came to the oracle and was told that he would kill his daughter unintentionally when she was about twenty. He was very much dismayed at hearing this, and returned home very sad. He would tell none of his family what made him so sad, but when the time drew near for the fulfilling of the oracle, he ordered Adria to leave his kingdom and go elsewhere.

"Oh, what have I done?" cried Adria in dismay. "Surely I have done nothing to displease you, dear Father."

"Do as you are bid," ordered Achelous without explanation. He could not bear to have her around for fear of the oracle.

With many tears the maiden departed with a few maids to go wherever they chanced.

When Orestes heard of the dreadful thing that had happened to his sweetheart, he hastened after her, vowing not to return without her.

In about a year Orestes returned with Adria. He had had quite a journey finding her, but at last had succeeded.

When they arrived home, her father was awaiting one of his neighbors, who was a deadly enemy. He had left a glass of poisoned wine on the table, intending to give it to his visitor.

When Adria came in and saw the wine, she drank it, and to Orestes' dismay she fell over dead.

On hearing Orestes' cries Achelous came running in, and when he saw his beautiful daughter dead, he knew the oracle had been fulfilled.

HORACE MANN SCHOOL
GRADE IX

A DREAM OF ILIOS

I, Patroklos, was fighting, fighting hard beside my lord Peleus' son, when of a sudden I saw Kebriones, son of Priam, and brother of horse taming Hector, coming toward me in a chariot. For many a day had I been watching for him; so

bidding leave of Achilles, I drew forth my spear, eight cubits long, and slew his charioteer. Thereupon Kebriones came forth, and as my sword was about to pierce his mighty neckplate, a cloud surrounded him and when it had passed away he was gone. This, indeed, was a miracle of Father Zeus.

Then there came the great wronging of Achilles by Atreides, and for many a day we fought not. And the Achaians were sore vexed because Achilles fought not, and they came to him and offered him gifts innumerable, if he would but fight again. Indeed, the Trojans were nearing the hollow ships, and soon Hector would set torches to them, and we would be lost. But full rightly did Achilles refuse the gifts, and the messengers returned sore vexed. And some days past, and then I went unto Peleides, and asked whether he was willing to have the Achaians suffer because of his wrath, right as it might have been. He answered sadly that I, even I, should don his armor, and drive the Trojans back, but beware of Hector. So right willingly I obeyed, and roused my men, and forth we went to battle. Indeed, the Trojans thought I was Achilles and fled. Full many men I slew, guided as I was by Athene, daughter of Zeus. I slew Pronos, Erymos, and many others, and then after fierce combat I slew the Lykian chief, even Sarpedon. We might have reached Troy were it not for Apollo. Then I saw Kebriones, and slew him, and was stripping him, when mighty Hector came, and he pierced my corslet with his spear, and I returned the blow, but he took his great spear and thrust it at me, fiercely — and then I woke up!

THE LINCOLN SCHOOL
GRADE VIII

A VISIT TO THE GODS¹

One summer afternoon Johnny seated himself in his favorite nook, under a tree on the hillside where the breezes played

¹ This story and the two following it are reprinted from S. A. Leonard's *Essential Principles of Teaching Reading and Literature* (Lippincott, 1922), by permission of the publishers.

softly in the tall grasses, with his book in his hand. He was about ten years old and he was lame.

He tried to read his favorite story of Perseus in the Greek myths, but he soon dropped his book. Hot tears gathered in his eyes. He was wishing that he could be a hero, but how could he when he couldn't even be a strong man with his leg?

Suddenly a woman stood beside him. She was tall, and a mantle almost covered her.

"Thou hast been wishing to be a hero," she said gently. "Perhaps I can help thee. Follow me."

John followed. They seemed to skim over the ground. Finally they came to a great banquet hall on the top of a high mountain. There seated at a long table were all the heroes and gods he had been reading about. Jupiter was at the head. There were Perseus and Andromeda, Theseus and Hippolyte, Jason and Medea, and all the others. They all arose when John and his companion came into the hall. The woman threw off her cloak, showing that she was Athena.

They were busy talking about a new hero that was greater even than Orpheus, for he told stories of the Greek gods with such beauty that his praises were on every one's lips, even the gods'.

Trembling John asked his companion if he couldn't see the hero. Athena beckoned to some servants, who brought in a picture covered with silk hangings. Athena drew the curtains aside. John looked and saw his own face.

He turned, stretching out his arms to thank his benefactress. Suddenly the ball room became more and more indistinct and finally faded out altogether, leaving Athena standing alone. He tried to touch her, but he found himself catching the sunbeams that fell on the mountain side as the great sun slowly made its way to bed.

HORACE MANN SCHOOL
GRADE IX

THE MYTH YOU NEVER HEARD

Pandora had her full share of curiosity, just like any other boy or girl, and we all know what awful thing came of it. Well, the box containing Troubles wasn't the only thing she opened. She simply couldn't see any mysterious bag or chest without finding out what was in it.

One day when Pandora was wandering over the mountain near her home looking for something to do, she came to a great dark cave. An old man clothed in regal robes, with a long gray beard on his chin and a crown on his bald pate, sat at the entrance dozing in the warm sunshine. Pandora looked at him wondering why he was there; then she took a peep into the cavern and beheld five or six great leathern bags that contained *something*! The little girl's eyes widened with interest. She stepped up to the first one and touched it. It was very soft.

Unable to restrain her curiosity, she untied the thong. Instantly a terrific blast swept the terrified Pandora into the air and carried her over the land past the sparkling blue sea, which it ruffled until the waves dashed high on the rocks and coast. On, on, on, it took her over the lowlands and mountains, lakes and rivers, while the clouds scudded underneath her. After an awful journey in the lap of the North Wind she came to the land of ice and snow. The blast, getting tired of its burden, set the child down not very gently on the same iceberg upon which the Three Gray Sisters lived. The ghostly creatures, scared by the sudden bump, set up a weird half-wail, half-scream which nearly petrified poor Pandora.

"What is it? What is it?" cried the blind ones of the sister who possessed the eye.

"'Tis nothing but a shivering, whimpering child!" she exclaimed harshly as she seized Pandora in her skinny hands and shook her as severely as she could. Then she handed the eye to the next creature, who dealt her some weak blows. The third crone, upon receiving the eye, only hurled questions at the girl. In that way she procured the story of Pandora's journey.

"You deserve punishment, but I'll only keep you with us for a month!" she cried in her thin, rasping voice.

Had it not been for Mercury poor Pandora might have had to stay with the old witches; but he rescued her from their clutches and brought her back to Epimetheus, who was very worried indeed about her.

HORACE MANN SCHOOL
GRADE IX

THE TREE OF JUPITER

It was a warm, drowsy, sleepy day with only the monotonous humming of the bees to break the stillness. A group of children gaily dressed in white tunics and bright sashes gathered about the white-haired seer of the village and begged for a story. Finally he began:

"Once, when Creostus, king of Alphine, which was a beautiful plain to the south by the sea, was hunting in the forests near his palace, he came upon a wonderful tree, all in blossom, with flowers of a deep azure blue. Creostus ordered the tree to be transplanted to the palace garden, never noticing beneath it a mossy stone slab, serving as an altar.

"Now, Jupiter, when he heard Creostus' orders, was furious, for the tree was sacred to him, and at the first sound of a spade striking the roots, started to hurl a thunderbolt at Creostus. But Diana, whose favorite Creostus was, seized his arm, and instead the bolt flew straight at the volcano shadowing the plain. The bolt flew through the mountain to the regions of Pluto. There it so angered the giants imprisoned in the volcano that they threw up fire, smoke, ashes, and steam, which laid waste Alphine. Jupiter, realizing his folly, carried the tree back to the highest point of Olympus, where the blue of its flowers, reflecting on the heavens, gives us the color of sky we have today, children."

HORACE MANN SCHOOL
GRADE IX

III. PLAY SCENES

PERSEPHONE

Play in One Act

SCENE I

CHARACTERS: PERSEPHONE and CERES.

SCENE: *The interior of the home of CERES. The room is large and hung with beautiful tapestries. A table, chairs, etc., furnish this ancient home. CERES is preparing for a journey; the prancing of her steeds is heard from without.*

CERES: I lead a busy life indeed, for is it not I who ripens the fruits and grains and causes the flowers to bloom? From morning till night I ride over the earth to perform these duties.

[Enter PERSEPHONE.]

PERSEPHONE: O dearest Mother! May I not go and play with my friends the Sea Nymphs? 'Tis so lonely here when thou art on thy various excursions. Pray, grant me but this one boon!

CERES (*embracing PERSEPHONE*): Ah, my dearest child, thy wish shall certainly be granted thee. Thou must, however, be careful and not wander far from thy playmates. For, if thou dost, evil may befall thee. But hark, how my steeds prance. I must away to help mankind. Kiss me, my daughter, for I shall not behold thee until evening. Farewell!

[Exit CERES.]

PERSEPHONE: Ah, I must haste me, for Apollo hath already risen to a great height in the heavens.

[*She takes a basket and goes out.*]

SCENE II

CHARACTERS: PERSEPHONE, SEA NYMPHS, and PLUTO.

SCENE: *In the meadows. Trees screen the lake from view. Flowers everywhere. Enter PERSEPHONE.*

PERSEPHONE (*swinging her basket*): How beautiful is the meadow this bright morn. My mother must just have passed

this way, for the flowers are exceedingly fresh and sweet. [*She begins to pick the flowers.*] Oh, Nymphs, come here and play with me, for my mother hath been ordered by Zeus to hie herself unto some distant isle. She will therefore not return till Diana rideth across the sky in her chariot of silver.

[*Enter the SEA NYMPHS.*]

NYMPHS: Ah, dear Persephone, we are indeed glad to keep thee company.

[*They all join hands and dance around PERSEPHONE.*]

PERSEPHONE (*clasping her hands and pointing to a beautiful narcissus*): Oh! Oh, see ye yonder flower?

NYMPHS: 'Tis indeed most beautiful, Persephone!

PERSEPHONE: I will twine it into a wreath for the nymph who weaves me the most beautiful necklace of pearls.

NYMPHS: Be it so! Be it so!

[*PERSEPHONE goes a little farther away from the playground of the nymphs toward the flower. She tries to pluck it but cannot do so.*]

PERSEPHONE (*calling back to NYMPHS*): I pray one of ye to come and help me pluck this flower, for 'tis much harder to pluck than I thought.

NYMPHS: Alas, that we cannot do. We must ever stay near our home so that we may go every now and then to taste and smell the waters of the sea. For should we go so much as a few steps farther away from it we should perish.

SECOND NYMPH: Come, sister, let us away to gather more pearls.

[*Exeunt NYMPHS.*]

[*PERSEPHONE now succeeds in uprooting the flower.*]

[*A rumbling noise is heard and PLUTO enters in his chariot. PERSEPHONE stands as if spellbound.*]

PLUTO: At last, dearest Persephone, thou hast been tempted to pluck my fatal flower. Know, that I have been pierced by one of Cupid's arrows and so have fallen in love with thee. I have placed this flower here so that, shouldst thou be tempted to uproot it, I would hear and hasten to this spot. For I have

just this moment been making my morning tour around the world. I do this to make sure that no sunshine shall enter my kingdom.

PERSEPHONE: Oh, help! Help me! Nymphs! Mother! Mother!

PLUTO: Ah, beloved Persephone, why wouldst thou flee from me? However, it is impossible for thee to try this. Therefore, scream as loud as thou canst; no one can help thee.

[He lifts her into the chariot and drives away.]

PERSEPHONE (*weeping as they go*): Alas, alas, I shall never see my mother more. Oh, great Zeus, have mercy on me!

[Exeunt both.]

SCENE III

CHARACTERS: CERES, ZEUS, and MERCURY.

SCENE: *Palace of ZEUS. The room is decorated as befits the home of gods.*

ZEUS (*sitting on his throne. Enter CERES. She throws herself at his feet. Her clothes are torn and travel stained*): What wouldst thou have of me, sister Ceres?

CERES: Hast thou not heard, O Zeus, of the disappearance of my daughter?

ZEUS: Aye, I thought it was but an idle tale. How was't?

CERES: I left my dear Persephone playing with the Sea Nymphs and they say that she went afar to gather blossoms. That was their last glimpse of her, for when they returned to the sea to dive for more pearls they heard the screams of a child as though in despair. Alas, alas, where has my daughter disappeared?

ZEUS: I must look into this matter. Perhaps Mercury knoweth aught of this. Come hither, Mercury!

[Enter MERCURY.]

MERCURY: What wouldst thou of me, O Zeus?

ZEUS: Knowest thou aught of the fate of Persephone? Tell all!

MERCURY: Aye, aye. Pluto hath carried her to Hades, to make her his queen.

CERES: Ah, cruel Pluto! [*Weeps.*]

ZEUS: Go thou and fetch her, Mercury, and tell Pluto it is my wish. [*Turning to CERES.*] Come, sister, let us prepare for her return. Mankind has suffered greatly during thy absence, for no food groweth. Quickly come to their aid!

[*Exeunt both.*]

SCENE IV

CHARACTERS: PLUTO, MERCURY, PERSEPHONE, and SHADOWS.

SCENE: *The palace of PLUTO. The room is hung with dark tapestries.*

All furniture is somber and the general air is gloomy. White shadows glide about waiting on PLUTO. PLUTO is sitting in a chair in deep thought.

PERSEPHONE: Alas! Alas! [*PLUTO motions to a shadow, who goes out.*] Why doth not my mother come and fetch me from this gloomy prison? [*SHADOW returns and places a covered dish upon the table and then returns to duties.*] Oh, how I yearn for the sunshine and the beautiful blossoming earth.

PLUTO: I pray thee, dear Persephone, eat but one of these pomegranate seeds, for thou hast touched no food for many days. I have sent to thy beloved upper world [*contemptuously*] for these, and after a great deal of trouble these were found.

PERSEPHONE (*bitterly*): Never will I eat if it be in this gloomy cavern.

SHADOW (*in a deep, hollow voice*): Mercury is without!

PLUTO (*joyously*): Mayhap he brings a soul, who can amuse thee, Persephone.

PERSEPHONE (*shudders*): [*Exit PLUTO. SHADOWS follow to welcome the newcomer.*] I am so hungry, I will eat but a few of these seeds. [*She takes a few and begins to eat.*]

[*Enter PLUTO, MERCURY, and SHADOWS.*]

PLUTO: She may go. But remember the law of Hades. She must stay here one month of every year for every pomegranate seed she has eaten.

MERCURY: Hast thou eaten aught, Persephone?

PERSEPHONE (*hesitatingly*): I — have eaten — but six pomegranate seeds.

PLUTO (*happily*): Ah, my bird, thy wings are cut. Thou must remain with me six months of every year. Thou mayest, however, return with Mercury now.

MERCURY: Aye, thy mother is wan and pale for want of thy presence. And above, mankind suffers for want of food. Thy mother doth naught but wander about and weep for thee.

PERSEPHONE: At last I shall see my beloved mother, the beautiful flowers and sunshine.

SCENE V

CHARACTERS: PERSEPHONE, CERES, NYMPHS, FAIRIES, ELVES, *etc.*

SCENE: *The meadow in which PERSEPHONE played before her journey to Hades. Enter PERSEPHONE dancing. As she walks flowers spring up around her.*

PERSEPHONE: Mother, Mother, Nymphs, I am returned.

[*Enter CERES.*]

CERES (*embracing PERSEPHONE*): My beloved child, I thought I should never see thee more.

[*Enter NYMPHS dancing around PERSEPHONE.*]

NYMPH: Fairies! All! Come to welcome spring! [*to PERSEPHONE.*] Welcome! welcome, thou bringest joy to the earth!

[*Enter fairies, etc. They join hands and dance around her.*]

ALL: Spring has come! Spring has come!

[*Exit PERSEPHONE followed by nymphs, fairies, and all, decking her with flowers.*]

ECHO: Spring — spring.

[*A spring song may be sung.*]

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GRADE VII

ULYSSES' RETURN HOME

Play in One Act

SCENE I

CHARACTERS: ULYSSES and MINERVA.

COSTUMES: *All costumes are those of Greece.*SCENE: *The shore of Ithaca. There is a mist which renders all things indistinct. ULYSSES lies on the bank where the Phæacians have left him, wrapt in a cloak, his chest of treasures beside him.*

ULYSSES (*awakening and gazing dazedly about*): This is not my native land. This is not Ithaca, the home of my beloved Penelope and Telemachus. Alas! I fear me greatly that the gods have lied to me.

[MINERVA now appears from the underbrush in the guise of a shepherd.]

MINERVA: Fear not, brave Ulysses, that this is not Ithaca, thy beloved home. For thy fears are fruitless. This is indeed thy home, and in a great tumult wilt thou find thy palace. A great many suitors are at this moment fighting for the hand of thy beloved wife, Penelope. It is, therefore, necessary that thy manly form be concealed in beggar's rags, that thou mayest go unrecognized into thy palace where it is now thy duty to kill these persistent wooers.

ULYSSES: Aye, that will I, gentle shepherd, for thy council is exceedingly wise and great will be thy reward, if thou wilt but lead me to a place where I may refresh myself with food and drink.

MINERVA: Come then, brave sire! All thy wishes shall be fulfilled if these be thine only ones.

[*Exeunt both.*]

SCENE II

CHARACTERS: ULYSSES, TELEMACHUS, MINERVA, and EUMAEUS.

SCENE: *Interior of the swineherd's hut. EUMAEUS is seated at the small table. Enter MINERVA as a shepherd, and ULYSSES in beggar's rags.*

EUMAEUS (*rising*): Whence comest thou, shepherd, and whom bringest thou with thee?

MINERVA: I bring a poor beggar, whom I found by the way-side. Pray give him food and drink.

EUMAEUS: If that is all he wishes, it shall certainly be granted him. On the day that my master left, I vowed that never should a beggar be turned from my door. For who knows but one may be my master returned from war? But now I must leave thee to attend to my swine, for the poor creatures have been sadly neglected of late. See that thou and thy companion lack no comfort which my poor means may afford.

[EUMAEUS goes.]

ULYSSES (*to MINERVA*): I pray thee, reveal thyself unto me, gentle shepherd, for well I know that thou art not a shepherd by origin.

MINERVA: Ah, that I am not, brave sire; I am, Ulysses, the goddess Minerva. I have come to thy assistance and will aid thee until thou regainest thy throne and thy wife.

ULYSSES (*bowing low*): I thank thee, oh, wise Minerva, for thy sage council and ask thee but one question: When shall I see my son?

MINERVA: Fear not, wise Ulysses, for thou wilt soon see thy beloved Telemachus. First, however, must thou regain thine own form, for thy son will soon come to consult Eumaeus about the state of affairs at thy palace. Telemachus will send him to Penelope to inform her of his safe arrival. When the two arrive here and Eumaeus is sent on his mission, do thou reveal thyself unto thy son. Thou must make him promise to show no special interest in thee, no matter what may happen. Thus thou mayest come upon the suitors unawares. When the time comes I shall cause thy beggar's garb to drop and thee to appear in apparel that befits thy station.

ULYSSES: I thank thee again for thy sage council, oh, wise Minerva! But hark! I hear footsteps.

[Enter EUMAEUS and TELEMACHUS, talking earnestly together in low tones.]

TELEMACHUS: Go thou then, Eumaeus, and relate to my mother the tale of my arrival and of my escape from the trap set for me by her suitors.

EUMAEUS: Here are my friends, the shepherd and the beggar whom he found by the wayside. I hope that thou wilt not be lonely while I am on mine errand.

[MINERVA now removes the disguise of ULYSSES.]

TELEMACHUS (*with a start*): Art thou my father, or art thou an immortal?

ULYSSES: I am indeed, my beloved son, thy father. By great Minerva's help I have come to Ithaca and I am ready to help thee put an end to the suitors who are now clamoring for thy mother's hand.

TELEMACHUS: Ah, thou art indeed my beloved father, I can easily see; but for a moment I was somewhat dazed by thy sudden appearance. I have hunted in many a court for thee and was almost in despair when I received council from Minerva to return home.

ULYSSES: Thou hast done well, my son. Now we must, however, procure a plan by which we can put an end to these many wooers. I think it best that thou shouldst go to thy home and mingle as before with these men, while I go as a traveler and a story-teller. Now, do thou promise that thou wilt take no special notice of me, so as not to betray me.

TELEMACHUS: I promise, my Father! Now, let us go.

[*Exeunt both.*]

SCENE III

CHARACTERS: PENELOPE, *two* HANDMAIDS, and EUMAEUS.

SCENE: *In PENELOPE's apartments. The room is hung with beautiful tapestries. PENELOPE and her maids are weaving.*

PENELOPE: Alas, no more shall I rip at night or weave in the day the supposed shroud of my aged father. Those men, who wish me to choose one of them, to lead me to the nuptial altar, have at last found out the scheme which I have worked on them for seven years. Oh, that Ulysses would only return

and put an end to them and their doings! My poor son, I hope he will escape the trap set for him by my suitors. [*She sighs.*]

FIRST MAID: Hope and pray, my mistress; I am sure our lord will return.

SECOND MAID: Ah, I also believe that. [*A knock is heard.*]

PENELOPE: Hark, I hear a knock! Go thou and open the door.

[*SECOND MAID opens the door. Enter EUMAEUS.*]

EUMAEUS: I pray thee, gentle mistress, dismiss thy helpers.

[*PENELOPE waves her hand; the maids go.*]

EUMAEUS: I bring good news; Telemachus hath arrived safely and is now in my hut.

PENELOPE: Praise be to Zeus! I thank thee, Eumaeus, for bringing the message. I pray thee, restrain my son from any rash deeds.

EUMAEUS: Aye, that I will, sweet mistress; but come, thou art awaited in the banquet hall to make thy decision; let us away.

PENELOPE: Ah, it breaks my heart to choose another, but I must. One thing I am thankful for: Telemachus is safe.

[*Exit PENELOPE. EUMAEUS follows her.*]

SCENE IV

CHARACTERS: ULYSSES, TELEMACHUS, PENELOPE, ANTINOUS,

SECOND SUITOR, EURYCLEA, EUMAEUS, and two HANDMAIDS.

SCENE: *The feasting hall in the palace of ULYSSES. The walls are hung with trophies of the chase and tapestries. All are feasting.*

ANTINOUS: How glad we are to welcome thee home, Telemachus.

SECOND SUITOR: Aye, that we are. Hast thou heard news of thy father? [*The remark is ignored.*]

ANTINOUS: Tell us, who is yonder beggar?

ULYSSES: I am but a poor beggar, my lord. I come to this hall as a traveler and a story-teller.

ANTINOUS: Well, see that thy stories are well told.

PENELOPE (*aside to EURYCLEA*): Wash thou the poor man's feet, Euryclea, for they are dusty and travel stained.

EURYCLEA: Yes, my lady! [*She goes toward ULYSSES with a bowl and pretends to wash his feet. Suddenly she cries out.*] Oh, my lord Ulysses, whence comest thou? At last thou hast returned; I will go and tell my mistress.

[*She rises and starts towards PENELOPE.*]

ULYSSES (*holding her back*): Hush thy silly tongue, crone. I come thus secretly on purpose; tell not thy mistress or any other.

EURYCLEA (*humbly*): I bow to thy will, my lord.

PENELOPE (*rising*): My guests, I have at last hit upon a plan which will aid me in the choice of a husband. I have here the bow of my late husband. Whosoever can shoot with this bow and arrow through the twelve rings set in a row in the next chamber shall be my husband.

[*Exeunt all men.*]

TELEMACHUS (*following them*): Mother, I have hidden all weapons, so that, should a strife ensue, none should be harmed.

PENELOPE: Thou hast done well, my son. [TELEMACHUS *goes.*] Hark, I hear noises without. [*Weeping and wringing her hands.*] Alas, have the gods forsaken me, that such ill luck as this should befall me? How my heart yearns for my lord. If that hard-hearted Antinous should be successful I shall certainly kill myself. For of all the suitors him do I worst hate.

[*All this time there have been noises in the next room. Now comes a clash. The maids run to their mistress for protection.*]

FIRST MAID: Ah, my dear mistress, I know not what is happening, but whatsoever it may be, it foretells no good fortune, I fear me.

SECOND MAID: That do I also believe. Alas, my dear mistress, what shall become of us?

PENELOPE: Fear not; I feel a strange sort of courage, and I therefore believe that something good will come of this.

[Enter EUMAEUS running and breathless.]

EUMAEUS: My Lady, our Lord hath returned and is now fighting thy suitors.

PENELOPE (*serenely*): Praise be unto Zeus.

EURYLEA: Praise be to Zeus.

FIRST MAID: I pray thee, Eumaeus, remain with us and protect us, for we are sore afraid.

EUMAEUS: I regret greatly that I cannot, but I must away. For our lord is greatly in need of men. [*He goes.*]

EURYLEA: I have known it all the whole time, my lady.

PENELOPE: Why hast thou not told me?

EURYLEA (*humbly*): My master forbade it or I would have told thee.

[A great shout is heard. Enter ULYSSES with TELEMACHUS, EUMAEUS following.]

ULYSSES (*standing beside PENELOPE*): We may now live, my beloved Penelope, in peace and prosperity. Now let us away to offer sacrifices to the great Minerva, for it is she that hath so aided me.

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APPENDIX IV

SUPPLEMENTARY GRAMMAR FOR PUPILS WHO NEED MORE PRACTICE

I. A SEVENTH-GRADER'S DEFINITIONS IN GRAMMAR

Subject. A subject is the person or thing that a sentence is talking about. *Mary* ran to the red barn on the top of the hill.

Verb. The verb is the chief word that says something about the subject. John *borrowed* a pen.

Predicate. A predicate is a group of words that says something about the subject. The black hat *flew away*.

Predicate nominative. The predicate nominative is a word in the predicate that modifies the subject. John Smith was a *tailor*. Harry was *funny*.

Modifier. A modifier is a word or group of words that describes another word. The *wooden* desk was broken.

Phrasal modifier. A phrasal modifier is a group of words that describes another. The cactus plants were growing *in the desert*.

II. CONNECTIVES OF CLAUSES

A. Coördinate or independent connectives:

and	but	for	or
-----	-----	-----	----

B. Subordinating or dependent connectives, connecting clauses to the *one word* which the clause modifies:

though	while	till
if	as	until
as if	before	since
as though	for (sometimes	so that
unless	coördinating)	because
when	after	than

Introductory words, the first word in a noun (substantive) clause, often a pronoun or adverb in the clause; sometimes called connectives:

whether
that
how (adverb)

why (adverb)
what (pronoun)

Relatives (pronoun and adverb) (1) always have noun or adverb use and (2) connect the clause to their antecedent:

who
whose
whom
which

that
where
when
why

Write or find enough sentences to show the use of each of these connectives.

III. SUPPLEMENTARY COMPOUND AND COMPLEX SENTENCES

These are for pupils who fail to make a grade of excellent on the lessons in grammar or the review problems and tests in chapter xxxii.

COMPOUND SENTENCES

Underline subject and verb in each clause and circle the coördinate connective:

- A. 1. I am going to town, and I will answer you over the phone.
2. There was a boat lying on a seacoast, and not far from the boat was a parchment.
3. The late twilight deepened into the intense dark, and the stars of midnight rose above the eastern hills.
4. There was something forlorn and mysterious in the dog's silent presence, and his bay was like the mournful echoes of a battered bugle.
5. The elephants halted an instant, and the beaters increased their shouts.
6. Jack was a very bad boy that day, and his mother sent him to bed without any supper.
7. Tom worked steadily, but Harry only loafed and grinned at him.

8. The building is high, but the shed is low.
9. The book was on the shelf, but it did not stay there long.
10. We are supposed to read *The Spy*, but I have no book.

B. 1. Basket-ball season will soon be here, and Wisconsin High has plenty of material.

2. The boy left here, and he will arrive in his home town tonight.
3. The flowers bloom in the summer, and they rest in the winter.
4. The visitors arrived, and they were greeted by the mayor.
5. The man looked suspicious, and he was arrested.
6. The car was delayed, and the motorman could not make up the lost time.
7. The athletes trained consistently, and they were in perfect condition.
8. The knife and fork danced a jig, but the spoons played games.
9. You lie down on the couch, and I'll be quiet.
What does 'll mean?
10. You may go sailing, but I don't care to.

1. John may go home, but Tim must stay after school.
2. The girls fell off the barn, but the boys stuck on.
3. The snow is melting slowly, but spring will soon be here.
4. The car was wrecked, but nobody was killed.
5. The chicken was killed, but it was still moving.
6. I hired him on the spot, and he agreed upon a mere pittance.
7. Anyone else would gladly have changed places, but such was not his wish.
8. The squire had everything repaired, and the public rooms were repainted.
9. I go to the Wisconsin High School, and my brother goes to the College Hills School.
10. The boy fell in the water, but the dog saved him.

- D. 1. The lightning struck close, but the boy was not hit.
2. The chair tipped over, and the girl hit her head on the floor.
 3. The boy fell off the bridge, but he didn't break any bones.
 4. The boy ran away, but he came back next morning.
 5. She was sick, and her mother was not at home.

6. That was not her book, but she used it.
7. He is handsome, but she is pretty.
8. I will take them, but Harry must come too.
9. Mary and I rode up town, but we walked back.
10. My mother is in Milwaukee, and my father is in his office.

- E. 1. The room was quiet, and the shades were down.
2. It is a fortune, and she will have it.
3. Lustucru waited, and then he went out.
4. Her eyes closed, and she fell back unconscious.
5. Mary came skipping happily down the street, but Fred walked sulkily behind her.
6. Lela looked very sober, and Gwynn began to cry.
7. The sky is blue, and so is my dress.
8. I have heard of him, but has he money?
9. I wasn't angry, and I told him so.
10. Then you'll go, and you'll say this.

ADJECTIVE CLAUSES

Mark subjects and verbs and put a wavy line under the dependent connectives in all the complex sentences:

A. 1. This is the "blooming mill," where the ingots of metal are rolled into the desired shape.

2. The blast furnaces, in which the ore is melted and purified, are ready.

3. In the gin houses the air is thick with lint which comes from the crushed cotton seeds.

4. The Missouri Compromise, which went into effect in 1820, marked an important epoch in history.

5. The table at which I was sitting was crowded.

6. The car which just passed had loose chains on the tires.

7. The plant that has grown green is a narcissus.

8. The place where he sleeps is next to our house.

9. The school that I go to burned down.

10. The lake that he camps at is near Madison.

B. 1. The reason why he was sick was unknown.

2. The house I went to was covered with snow.

3. The man to whom I gave the rug beat it.

4. The reason why the train was late was a wreck in which ten people were killed.

5. The shore where we go outing is of beautiful white sand.

6. The boy whose hat I had is sick.

7. The place where he was hurt is a block from here.

8. We went to the spot where the house burned.

9. He was the man that I spoke about.

10. The work that we did in class was not very hard.

C. 1. The boy that is sick is certainly missing a lot of school.

2. The boy he hit is badly injured.

3. The man to whom I delivered the letter is the president.

4. The reason why he is not coming to school is illness.

5. The rabbit which has the broken leg is in that pen.

6. A potato whose eyes are large is a Rural New Yorker.

7. The street cars, which are owned by the city, are slow.

8. The book whose cover is red has been lost.

9. The file that is made of oak is empty.

10. The pictures that are here from Menges' are torn.

D. 1. The papers that are ruled for music are expensive.

2. The man that has the black eye was hit.

3. The forest where the river runs is beautiful.

4. The room that has the glass door is my study hall.

5. The room which has a partition is soundproof.

6. The pen with which I am writing is not a fountain pen.

7. The book in which I was writing was not mine.

8. I won a prize that was the envy of everyone.

9. You can easily deceive a man who is not well educated.

10. You call this house a shanty, which it certainly is.

E. 1. It seems the strangest case I have ever known.

2. Brown's composure throughout the scene was a matter of astonishment to those who witnessed it.

3. Formalin antiseptic is used on foods which are preserved.

4. He went into the courtroom where the trial was being held.

5. Coistrel is another of the peculiar words of the age when knights were bold.

6. The place where John was found was carefully examined for any clues leading to the crime.

7. Each time the car came, we left.
Be sure you find *all* the independent clause *first*.
8. The player who has the most is given a toy pig.
9. The pictures that were tacked on the wall evidently represented different periods of European civilization.
10. I cannot come at the hour you have appointed.

ADVERBIAL CLAUSES

- A. 1. As John kindled the fire, George fetched water.
 2. When the frigate fired her guns, the cutter turned sharply.
 3. As the flames rose skyward, the captain of the *Dauntless* called all hands on deck.
 4. Jack sat unaware, as the building continued to burn.
 5. When the aviator lost control, the crowd below scampered away.
 6. While mother baked bread, we went fishing in the stream.
 7. While the man smoked, his daughters cleaned the house.
 8. Nero fiddled while Rome burned.
 9. The Egyptians died while the Jews feasted.
 10. While the minister preached, the snow ceased.
-
- B. 1. After it stopped raining, my umbrella was delivered.
 2. After the chorus sang, Jimmy trudged home.
 3. After the show stopped, we went out.
 4. He went to the train, while I waited in the station.
 5. He had forty-five cents, while I had a dime.
 6. As soon as the sun set, I went to bed.
 7. The postman came as soon as I left.
 8. As soon as she struck the chord, we became quiet.
 9. Although he ran to the station, he missed his train.

What question does the dependent clause answer? What word does it modify?

10. Although we called at the house, we did not see her.

NOUN OR SUBSTANTIVE CLAUSES

- A. 1. That he is wrong does not prove that you are right.
2. The story was that the boy walked in his sleep.
3. It is a fact that it is snowing.
4. The girl said that she was going down town.

5. It isn't reasonable that a book would say that.
6. I believe that the lake is open.
7. It is reported that this lake is haunted.
8. The girl was told that she could not stay in the store.
9. I found it true that angle A equals angle CBD .
10. It seems certain that Elizabeth is going abroad.

- B.
1. I have lost what you gave me yesterday.
 2. It is fortunate that you introduced us to him.
 3. That materials for such a collection existed cannot be disputed.
 4. What he wrote was most beautiful.
 5. The woman found what she had been looking for.
 6. The boy learned that he could not escape his punishment.
 7. The report is that you are leaving today.
 8. I never was what is properly called superstitious.
 9. Whatever I do you may know.
 10. When the train stopped we got off and bought whatever we could find for lunch.

- C.
1. It is enough that I am sorry.
 2. It is uncertain whether we'll go.
 3. That stones are the children of earth is a curious belief.
 4. Whatever the earliest lawgivers in India proclaimed, the people accepted.
 5. The French theory insists that man does not think much.
 6. A Yankee farmer will answer that stones climb up from below of their own volition.
 7. The tradition in India was that the snake was holy.
 8. This is the reason that Creator-gods are not worshiped.
 9. It is common wisdom among our farmers that one should "plant by the moon."
 10. The Egyptian feels intuitively that he must be in harmony with the conditions of his outer life.

- D.
1. Whatever you find in the chests is yours.
 2. That his sister had ever entertained such a notion had never occurred to him.
 3. She has told me that she will take my place in the contest.

4. He learned that there was one place in which his influence counted for nothing.
5. The danger was that the dike could not stand against the swiftly rising waters.
6. The point of his whole story was that the boy had left with the money.
7. It was evident that his story had little connection with the case under discussion.
8. It was a sad thing for the community that their most loyal member should have been led away.
9. It was wonderful how clear the air was.
10. His excuse, that he had missed the car, was not accepted.

IV. AGREEMENT OF VERBS WITH THEIR SUBJECTS

We have seen that verbs with subjects like *you* and *we* must always be plural, and that verbs with subjects like *it* and *she* and *he*—particularly *doesn't*—must be singular. There are some other troublesome verb-agreements that we have to watch:

Politics, athletics, mathematics, and hair are singular:

My hair is short and brown.

Athletics is all some boys think about.

Mathematics is my hardest subject, but it is easy for Fred.

But *scissors* is really plural:

My scissors were here a minute ago, but they have disappeared.

A singular subject with a plural modifier is still singular and takes a singular verb:

The captain with all his men was marching down the street.

If you mean to have us look at all of them, say, "*and all his men were*"; the way it stands, we notice the captain most and the men only as an accompaniment.

A cargo of bananas and apples *was* shipped to New York.

One of the ships *was* sunk in our harbor.

Watch this sentence in analysis: don't call *ships* subject.

If the subject comes after the verb, watch out! The verb must still agree with its subject.

There go the boys and girls to the picnic.

There were six chairs and an old table in the room.

Where were Fred and Jack all this time?

There seem to be no good excuses for tardiness this morning.
Out in the vast forest were hidden terrified men and women.

Watch especially the subjects with *there* before them; *there* is never subject, you know; it merely introduces, and tells you to look for the subject later on.

When two singular subjects are joined by *or*, *neither—nor*, *either—or*, they are still singular; you are not speaking of both, but of one *or* the other, of neither one *nor* the other—one at a time:

Neither Tom nor his father was there.

Is either Fred or Jack at home this afternoon?

The boy with the blue tie or the small man with the red whiskers is going to bring us the money.

Either his excuse or the way in which he made it was suspicious.

A relative pronoun like *which*, *who*, or *that* is singular or plural depending on the noun it represents in the clause; watch to see that the verb agrees with it:

The boy is the only one of Mr. Jones's sons who *does* any work.

He is the *one* who *does*.

John is one of those alert boys who always do their work well.

Alert *boys do* well; John is one of them.

V. GENITIVE OR POSSESSIVE CASES OF NOUNS AND PRONOUNS

All nouns that show possession are marked with the apostrophe ('). It is always right and safe to make the singular possessive with apostrophe *s* ('s); the 's must come *after the end of the word*:

John's hat

a week's vacation

Thomas's book

a dollar's worth

Mr. Jones's house

at arm's length

In speaking words with *s*'s at the end you need pronounce only one *s*.

Most plurals of nouns which ever show possession end in *s*; so we add an apostrophe *only*, after the *s*; the apostrophe must come *after the end of the word*:

girls' hats	two weeks' vacation
babies' bonnets	five dollars' worth
the Joneses' house	the Harrises' wraps

Note how to form the plurals of names like Jones and Harris; you add *es*, just as you do to any other noun ending with an *s* sound — including similar sounds, as in *church*, *ax*, *fish*.

The only plurals not ending in *s* that commonly show possession form it just like singular nouns, by adding '*s*'; *men's*, *women's*, *children's*, *people's*. They will never cause you any trouble.

Form the correct possessives for the following words:

SINGULAR	PLURAL
boy	boys
snail	snails
woman	women
girl	girls
lark	larks
fox	foxes
child	children
person	people
Mrs. Rounds	the Roundses
witch	witches

A noun standing for a firm, or any number of people owning something together, forms the possessive by adding '*s*' to the last name of the firm:

Smith and Jones's store
 Montgomery Ward and Company's catalogue
 Mr. and Mrs. Jones's house
 Harris and Wells's geography.

Morris Brothers is of course a plural, and the possessive is Morris Brothers' store.

Bring in ten names of firms in your town with the correct possessive form.

A great many genitives, or possessives, do not really possess anything. Watch for the following, which cause much trouble:

a day's work	two days' work
an hour's wait	five minutes' delay
a nickel's worth	five cents' worth
ten dollars' worth	

Every personal pronoun, as well as *who*, has a possessive adjective made to show when the pronoun possesses something. Learn these seven, for getting them 100 per cent *right* will save you numberless bumps and very severe shocks in high-school composition:

its yours ours theirs whose his hers

If you ever make a mistake with one of these, write the *correct form* where you'll see it every time you proofread a paper before handing it to your teacher.

VI. DIAGRAMING SENTENCES

In this section is presented a way of picturing sentences which shows subjects, verbs, modifiers, and the rest rather plainly. It may help you see these relations.

Dogs bark.

Subject	Verb
Dogs	bark

When the subject is understood, in imperative sentences, we place it in parentheses.

Stop!

(You)	stop
-------	------

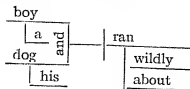
Each modifier is put just below the word it modifies.

The bad boy ran rapidly away.

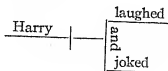
boy	ran
The	rapidly
bad	away

Compound subjects and verbs are easily shown.

1. *A boy and his dog ran wildly about.*

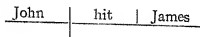


2. *Harry laughed and joked.*

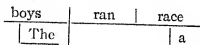


The direct object has a line before it like the blunt head of an arrow "ending on the object":—

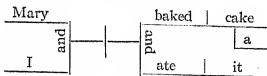
1. *John hit James.*



2. *The boys ran a race.*

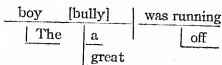


3. *Mary and I baked a cake and ate it.*



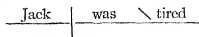
Appositives simply stand next to what they modify, in parentheses or brackets.

The boy, a great bully, was running off.

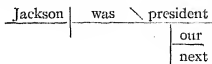


Predicate nouns or adjectives are placed on the main line, as parts of the predicate, with a line slanting back to show they modify the subject.

1. *Jack was tired.*

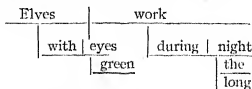


2. *Jackson was our next president.*



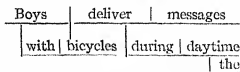
Phrase modifiers may be shown in almost the same way as single-word modifiers.

- Elves with green eyes work during the long night.*



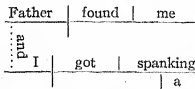
The main word or object of the phrase may be separated from the leading word or preposition.

- Boys with bicycles deliver messages during the daytime.*

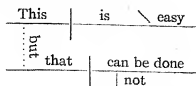


Compound sentences are diagramed just like two or more simple sentences with the conjunction between.

1. *Father found me, and I got a spanking.*

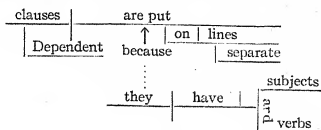


2. *This is easy, but that can not be done.*

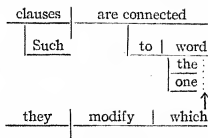


Dependent clauses are put on separate lines also. Adjective and adverb clauses stand below and a little to the right, and are connected by a dotted line and arrow to the *one word* which they modify.

1. *Dependent clauses are put on separate lines because they have subjects and verbs.*

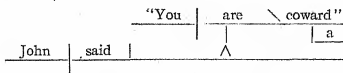


2. *Such clauses are connected to the one word which they modify.*

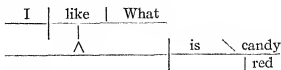


A noun or substantive clause is usually placed on stilts above the line, in the place it fills in the sentence.

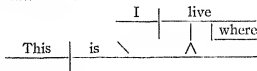
1. *"You are a coward," said John.*



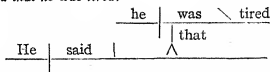
- 2.
- What I like is red candy.*



- 3.
- This is where I live.*



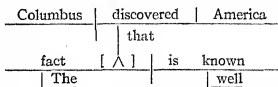
- 4.
- He said that he was tired.*



That in noun clauses may be put anywhere; it has no special use, but just introduces the clause.

A noun or substantive clause in apposition is also placed on stilts with parentheses or brackets at the bottom.

The fact Columbus discovered America is well known.



For practice you can diagram any of the sentences in your grammar lessons, or any of the supplementary sentences here in Appendix IV.

VII. A SENTENCE-RECOGNITION TEST

Make any *necessary* changes in punctuation, especially to show where sentences end. Make no changes whatever in wording.

1. The cat had eight kittens all at once, three were striped and five were black.
2. We fished awhile without catching anything then I pulled up a big cod.

3. The block plane is about six inches long, it is used in planing small boards.

4. "Go right straight home, Willie," said Uncle Ned, "it's long past your bedtime."

5. First we got covers that fitted the holes; then we put dry leaves and wood in the holes afterwards we started a fire and had a fine time.

6. I wonder who's knocking at the door, it isn't time for John to be home yet.

7. It is almost too late to plant peas now. Because the spring came so early this year.

8. Fortune-telling and a ghost story made up the program, in all these things the ghost was a silent partaker.

9. No wonder her eyes sparkled with joy it was her birthday.

10. I crossed the street and started to climb the fence, I reached the top and jumped, but found after jumping that my feet were not on the ground.

11. About six o'clock the travelers came to a little town it was so small you could hardly call it that, because there were only three dirty houses.

12. First you drive four posts into the ground, and nail a board on each side at the bottom, then you fill the frame with dirt and plant potato eyes.

13. Out of each side is sawed a piece which resembles a semi-circle, this makes the project look much better.

14. "Get up, Louis," I heard my mother say, "it is time to go to school."

15. Mother asked me what I had been doing to get myself so wet, I told her she didn't say anything more, but sent me up to bed.

16. Don't waste bones and scraps of meat, make soup of them.

17. You follow the binder about a field until sundown, with only one stop for dinner. While the sun beats down upon you and the temperature is nearly one hundred degrees in the shade.

18. If you had studied, you would have done well in the test, as it is, your mark is very low.

19. The boards are carefully measured, this is necessary to make the corners square.

20. Is anything more difficult than shocking wheat, nevertheless it is entirely necessary in the raising of wheat.

APPENDIX V

ADDITIONAL GRAMMAR LESSONS FOR SUPERIOR PUPILS, OR FOR USE IN NINTH-GRADE CLASSES

I. ABSOLUTE PHRASES

Some words and phrases have no *grammatical* use whatever in the sentence, although they add to the meaning. Pick out the absolute phrases in these sentences:

1. Our car having been stolen, we had to walk home.
2. Our opponents, on the other hand, were cheerful and happy.
3. Ridiculous as it may seem, we had forgotten the lunch basket. Apparently a clause strayed into this absolute phrase.
4. John was late, as usual

II. ELLIPTICAL CLAUSES¹

Some clauses are shortened in everyday speech into groups of words which you wouldn't suspect of being clauses until you looked at them carefully. They are called elliptical; look the word up in the dictionary and see whether it is a good name for them.

Pick out the elliptical clauses in these sentences and tell what the complete clause would be:

1. When a small boy I used to enjoy snowballing and coasting.
2. He is a better pitcher than John or I.

Is "than I" correct?

3. She keeps her kitchen as neat as a pin.
4. Jack grows as pale as a sheet when angry.
5. While out in the rowboat we were drenched by a sudden shower.

¹Find the meaning and history of *elliptical*.

6. We have more fun in the summer than in the winter.
7. When in doubt, don't decide hastily.
8. As in the first example, you first multiply and then divide.
9. Though surly and gruff, he's professionally clever.
10. Harry was as cross as two sticks and madder than a wet kitten.

Elliptical clauses have to be used with care; very absurd sentences like these are the result when a speaker or writer forgets what he is talking about—changes his subject in the middle of his sentence:

1. When only six years old, my grandfather died of heart disease.

Of course this is impossible! What subject did the writer plan to have in his independent clause when he began the sentence?

2. While fishing for bass, a musky grabbed our hook.
3. Stir the candy until thoroughly cold.

III. TRANSITIVE AND INTRANSITIVE VERBS

Verbs whose action is carried over to some person or thing—the direct object of the verb (see Grammar Lesson X, p. 123)—are called *transitive*; for example, in “John *struck* James,” “I *saw* the circus,” “I *believe* you,” the idea of the verb ends on *James* (unfortunately for him), on *circus*, or on *you*. The action may be of any kind whatever; *read* and *think* assert action which may be carried over and end on an object.

From its derivation explain why *transitive* is a good name for these verbs.

Pick out the transitive verbs in Grammar Lesson X, pages 123 ff.

A. In the following sentences pick out all *transitive* verbs and name their objects. Think carefully and ask the verbs questions; not all these are transitive.

1. Jane reads all the time; sometimes she reads very silly books.
2. I think that Jerry should apologize at once.
3. What have you brought in that basket?

Where is the object in this sentence?

4. I don't see what you mean.

How many transitive verbs in sentence 4?

5. The dynamite blew the rocks into the air, and the wind blew across the mine shaft.

6. John sees the problems, but he doesn't see the solutions.

7. Mary smelled the sweet violets.

8. Towser snuffed the breeze and began following the rabbit's trail.

9. Watch me, and then do exactly what I do.

How many transitive verbs in sentence 9?

10. Ask every word what it does in the sentence, and you'll succeed.

Look out! *Every word* is not the object. The sentence means, "Ask of every word in"

11. Frank runs a race with me every day after school.

Verbs which do not carry any action across (*trans*) to a person or thing, which have no object, or *intransitive*. What does *in* mean here?

Some of these verbs have a predicate noun or pronoun, or a predicate; as they link this word to the subject, they are called *linking verbs*.¹ Find all the linking verbs in Lesson XII, chapter xxiii, and name the words they link to their subjects.

B. Find all the linking verbs in these sentences and name the predicate noun, pronoun, or adjective:

1. The brook was small and swift, and the water gurgled.

2. Very few men are born great; they become great only by their deeds.

3. The flowers smelled sweet and the breeze was fresh and warm.

4. Washington was our greatest Revolutionary general, and became our first president.

5. Tom was elected secretary, and Mary remained treasurer.

6. The cat was a small fluff of fury, and Rover very wisely slunk away.

7. Be it ever so humble, no place is pleasanter than home.

Is there an elliptical clause in sentence 7?

¹ Another name for them is *copulative verbs*. Why?

8. The wind blew cold and sharp.
9. Still waters run deep; empty wagons are always noisy.
10. The song sounded most beautiful in the clear night air.
11. Oh, his offence is rank; it smells to heaven.

Verbs which have neither object nor predicate nominative (predicate noun, pronoun, or adjective) are, of course, *complete*; and that is what they are called.

Find all the complete verbs in the twenty-two sentences above. You see that the same verb may sometimes be complete, sometimes linking, and sometimes transitive. Notice *blew*, *runs*, *smells*, for instance. You must tell by its *use in the sentence* every time.

Rule a page in three columns, headed thus:

TRANSITIVE	INTRANSITIVE	
	Complete	Linking

Put every verb in the following sentences into the right column:

1. Be good, sweet maid, and use your brains too.
2. Do your share, and get your fun out of the work.
3. Look before you leap, but don't count your chickens before they're full-fledged.
4. Whatever is, is right.
5. For the loud laugh betrays the vacant mind.
6. If you are wise you will do cheerfully the work that offers.
7. As the great brown bear lumbered along and snapped the twigs in his path, he made a fine mark for the huntsman.
8. Never trouble Trouble till Trouble troubles you.
9. We point with pride to the record which our class has made in grammar.
10. The villain grew frenzied in his despair; he rushed forward and hurled himself from the beetling cliff.

IV. ACTIVE AND PASSIVE VOICE OF VERBS

If the object of a transitive verb is made the subject of another sentence, the verb, of course, has to be changed; for instance, in "John struck James," if *James* is to be made the

subject and you want to tell the same story, the verb must be *was struck*. Try making the object of each verb the subject, and change the verb so as to tell the same thing that it tells now:

A. 1. Harry read a detective story.

What do you do to *Harry* in your sentence?

2. I can't find my hat anywhere.
3. Jack won the race easily.
4. The dogs followed the trail and caught the rabbit.
5. Jerry watched the birds and forgot his lessons.
6. We had a good time when we were picking berries.
7. We all finished our work early and played charades afterward.
8. I could see you when you ate the tarts.
9. The blast hurled the small building forty feet into the air.
10. We asked our mother for some candy.

Verbs changed in this way are in the *passive voice*. What helping (or auxiliary) verb have you used with every one of them? Now you can make a rule for forming the passive voice of any transitive verb. When is the passive voice useful? Could you conveniently make these next verbs active?

- B. 1. The prisoner was charged with disturbing the peace.
2. Where was Jack last seen?
 3. His great deeds will never be forgotten.
 4. He was marked with a small mole behind his ear.
 5. What was decided by the Boys' Club?
 6. The tiny red ant is noted for its power and fierceness.
 7. Garter snakes are striped with black and yellow bands.
 8. What is to be done about it?

When a verb in the passive voice is changed to the active, what becomes of the subject? What is the subject of the new sentence?

Change these verbs to the active voice:

- C. 1. He was feasted and praised by all the natives.
2. Nobody was arrested by the cowardly sheriff.
 3. Was anybody hurt by the falling plaster?
 4. The cane is laid out on drying tables by coolies, who carry huge bundles at a time.

5. While boiling, the candy must be stirred continually.

Who will be subject in your sentence? Be careful of *while boiling*, or you'll make a foolish statement.

6. After two weeks' imprisonment Jack was freed by the chief and sent home.

7. The dog Buck's prowess is often referred to by the admiring miners.

8. He was lifted by powerful and gentle hands and laid on a soft bed.

9. The senator was carried away by his own eloquence.

10. The people were at last roused to action by this pitiful spectacle.

Which sentence do you think stronger in each case — the one with the active or the one with the passive verb? Sometimes one is stronger and sometimes the other, but which is likely to be best in the most cases?

V. THE INDIRECT OBJECT (DATIVE CASE)

The person *to* whom something is given or told or *for* whom something is done is represented by the *indirect object* in many sentences. You will find in Latin and other languages that there was sometimes a special form for this use, called the *dative case*. The test is always: Does this word fit with *to* or *for* beside the direct object? The direct object is always there too.

Find the indirect objects in these sentences:

1. I gave Fred a birthday present.

Find first the direct object, then the person *to* whom it is given.

2. John told us a comical story about his tumble.

3. Henry gave me a good thrashing, but I presented him a black eye.

4. Hand me what you have in your right-hand coat pocket.

5. Will you please do us all a great favor?

6. The principal awarded Arthur and John gold medals for scholarship.

7. Tell the lady your name, Johnnie.
8. We may as well give the devil his due.
9. Father read Mary and me a lecture on thrift.
10. The teachers asked us more questions than we had time to answer.

Bring to class ten sentences with indirect objects. Test them carefully before you hand them in.

VI. PERSONAL PRONOUNS

Some useful pronouns tell us whether they refer to the person who is speaking (*I, we — my friends and I*) the person spoken to (*you*), or the person spoken about (*he, they, she, the thing it*). So they are called *personal pronouns*.

Each one, except *you* and *it*, has an accusative case, used when it is object (direct or indirect object) of a verb or a preposition, and a nominative case, used when it is subject of a verb or predicate nominative (predicate pronoun). *Who* also has nominative and accusative forms.

NOMINATIVE		ACCUSATIVE
I went, we saw	It was we	saw you and me
He won, she ran	Was it he or she?	for him and me
They came	Could it be they?	for all of them
Who rang?	who was it?	struck us and them
She saw it		hit whom?
We all went		the boy whom we saw
Mary and I spoke		for whom?

Watch especially "hurt John and *me*" and "for you and *her*."

Each personal pronoun has the proper form of verb to go with it, and it is very distressing to have anybody match it with a verb that doesn't agree with it.

You, whether we speak to one person or many, always has a plural verb — *are* or *were* or *do*. Nobody ever says, "*You does your work*," and only very ignorant people indeed say *You is*, but are *you* as careful always to say *You were*? That is the correct form, and if it doesn't sound just right to you, then you

need to practice it twenty times a day until your ear and tongue are trained and you say it right.

Sometimes pupils are so careless as not to say *We were*; do you need to guard that?

It or *he* is of course only one. Practically nobody says *He do not* or *It were John*; but are you sure you always say *It doesn't* and *He doesn't*? Yet that is the only right form; practice that too if you need to:

Remember the seven possessive adjectives, See pages 121 and 250.

VII. INTERROGATIVE AND RELATIVE PRONOUNS

Who, *which*, and *what* are most useful in asking questions; they are then called *interrogative pronouns*. *Why*, *when*, *where* in questions are interrogative adverbs. Bring in at least two questions illustrating the use of each one. What is the possessive form of *who*? Bring in two questions using that form.

When *who*, *which*, and *that* are used in adjective clauses, they not only have a noun use in the clause but actually connect the clause to the noun they represent. Review Grammar Lessons XVII and XVIII (pp. 166-168 and 171-174), stating the noun use of each of these words and to what noun or pronoun they connect their clauses.

What is the possessive of the relative *who*? Bring in two sentences using each relative pronoun, including the possessive of *who*.

When the adverbs *where*, *why*, and *when* are used in *adjective* clauses, they not only modify verbs, but connect their clause to the noun. They take the place, in the clause, of this noun plus a preposition; you might say they are three-in-one words — noun + preposition + subordinating (dependent) connective.

In these sentences show the adverbial use of each relative adverb, and tell the noun to which it connects the clause:

1. The reason why he failed is now known.
2. The place where the fight occurred is famous.
3. The hour when ghosts walk is midnight.

4. The box where I keep my paints has been lost.

5. I know a bank whereon the wild thyme grows.

Here we have *where* plus *on*, not a common adverb now.

6. The village whence he came is Lothbury.

Another rare relative adverb.

7. There is no good reason why you shouldn't be studying.

8. The time when the cup would be awarded was announced several times.

9. I once returned to the house where I was born.

10. The White House, where our presidents have lived for a century, is decorated with great high pillars.

VIII. SUBJUNCTIVE MOOD

When a thing isn't surely true, but you wish it were or wonder what would happen if it were, you use different verb forms from those that state what you think is so. These are worth noticing, as they are quite useful:

Heaven bless our native land.

We hope, and pray that this may be true, but we can't be sure; if we were, the statement would be, "Heaven blesses our native land."

I wish I were a millionaire.

If I were you I would never go there again.

I'm not, but *if* I were—

I move that the janitor be given five dollars.

He isn't yet, but I move that he *be*.

Some similar forms are "if I had been there" (I wasn't), "if it should rain" (it isn't raining, but it might), "if you should happen to see John" (you can't be sure you will), "I wish you would go" (I'm by no means sure you *will*).

IX. TENSES

It's easy to tell when a verb means *now* or *always*:

I sing (now).

Water flows down hill (always).

Past time—a time mentioned—is clear to understand:

I sang yesterday.

Once upon a time a kindly prince reigned.

Do you know how to show that one thing happened *before* another did in the past?

After I *had finished* my dinner I went walking.

I was wakened by the fire bell; I *had slept* soundly for two hours. Our house was blazing merrily.

I slept soundly, would mean that I went back to sleep afterward, wouldn't it?

Anything that happens several times or that covers quite a long time in happening is shown by verbs with *has* and *have*:

I have lived here for six years.

John has always spent Saturdays at our house.

I have never read *Treasure Island*.

Never is a long time. *I never saw* suggests that there was just one chance, and you missed that.

To show what will happen in the future, usually we use *will*; this means that the subject of the verb controls or determines how things will come out:

I will be at Mary's party tomorrow.

We will try to help John with his work.

You will come, won't you?

They will be here in time, I hope.

But if the subject of the verb is not in control—if we want to show that he can not control things or that he can not help himself—we use *shall*, which used to mean *owe* or *be obliged*:

I shall drown! Nobody will help me.

"I will drown! Nobody shall help me" means something foolishly different!

You shall obey me!

He shall do what we require.

I shall never forget that fearful scene.

I don't want to remember it, but can't help myself.

If we want to show the highest courtesy, we often use *shall* in the first person, as if we meant "if you like" or "by your leave":

I shall be most glad to see you.

This courteously suggests that I can't help being glad.

I shall probably come on the five o'clock train.

That is, if there is no unforeseen hindrance.

The most useful forms of verbs, especially in the present tense, are the *am going* and *is doing* group—the *progressive* forms. In fact, they are commoner than plain present tense for showing what is happening right now:

I am writing this letter under our old apple tree.

John is working hard at his problems.

We are waiting anxiously for the latest news.

Sometimes we use the same form with an adverb to show future time:

Tom is coming this evening.

We are going to Europe in the spring.

Other forms of the progressive are almost equally useful:

John was working hard to pay his debts.

The enemy were approaching with a good supply of snowballs.

Harry had been feeling unusually jolly and was planning some surprises for his friends.

We will be coming home about ten o'clock.

X. COMPOUND-COMPLEX SENTENCES

A compound sentence which contains one or more subordinate (dependent) clauses is naturally called *compound-complex*. If you can find and explain all the clauses in the following groups of sentences you may feel reasonably sure of your knowledge of grammar. Work ten sentences and have them checked; you may, perhaps, be given an exemption when you get *excellent* on any ten or twenty.

A. 1. He spoke to all of them, and when he came back, he felt sure he was right.

2. There was something forlorn and mysterious in his silent presence, and when he gave voice, his bay was like the mournful echoes of a battered bugle.

3. She was sitting before a loom, and when I came in she said she was not feeling well.

4. I was half beside myself with glee; and if ever I despised a man, it was old Tom Redruth, who could do nothing but grumble and lament.

5. He thought that the book was red, but it was green.

6. I don't know about the treasure, but I'll wager there is fever here.

7. The boy told me a joke and I told him it was stale.

8. That building is very large, but I think this one is the best.

9. "I wished I was out of that tree, but I dasn't come down."

10. "'Tis now half-past two," he continued, "and we have been at this child's play for an hour or more."

B. 1. Harold thinks they are going to win, but they are not.

2. I am going to read *Ivanhoe*, but I don't think I shall like it.

3. I should go down town tonight, but I don't think I will go.

4. He must have risen in the dark, for the day had hardly come, and when I ran to a loophole and looked, I saw him standing there.

5. The customers were mostly seafaring men, and they talked so loudly that I hung at the door.

6. In that position I could easily have my way with him; and as the habit of tragical adventures had worn off almost all my terror for the dead, I took him by the waist as if he had been a sack of bran.

7. I could only judge that all had perished; and my heart smote me sorely that I had not been there to perish with them.

8. The bolts screamed as they were withdrawn, the hinges creaked as the wicket opened, and Reginald Front-de-Boeuf, with two Saracen slaves, entered the dungeon.

9. Waiting was a strain, and it was decided that Hunter and I should go ashore.

10. Ben Gunn was on deck alone, and as soon as we came on board, he began, with wonderful contortions, to make us a confession.

C. 1. When I resigned we parted with deep regret, but until I visited the church several years afterward he did not tell me how much he had felt my going.

2. I am coming to see you often, and when I come I want to do whatever will interest you most.

3. If two angles not in the same plane have their sides parallel and extending in the same direction, they are equal, and their planes are parallel.

4. When you are in Paris, miss, if you must, Notre Dame, neglect the Louvre, let the gardens at Versailles go unvisited, but do not fail to have a lobster thermidor at Prunier's in the Rue Daphot.

5. The chauffeur speeding down the drive could not tell that a train was approaching from the crossing under full steam, for a large house obstructed the view.

6. Like all children, they loved to hear stories related to them, and their father told them many things which other children would not have understood.

7. A land tortoise, which has been kept for thirty years in a little walled court belonging to the house where I am now living, retires under ground about the middle of November, and it comes forth again about the middle of April.

8. I reached for the bed, but it wasn't where I thought it would be.

9. Cedric readily assented to what she proposed, and Athelstane agreed on the condition that they ride in the rear.

10. At another time Prince John would have treated this deed of violence as a good jest; but now, when it interfered with and impeded his own plans, he exclaimed against the perpetrators and spoke of the broken laws.

D. 1. The scenery along the bank is very pretty, but few people have seen it, because the river is too shallow to be navigated by boats large enough to carry passengers.

2. It was a sad sight, but it showed us that the anchorage was calm.

3. It was a boy's game, and I thought I could hold my own.

4. So I never stopped running till I found the canoe, and when I got there I told Jim.

5. "All we needed was just enough for the pie, and so we threw the rest away."

6. "This is thy fault," said the Lady Aelueva to me, and she kneeled above him and called for wine and cloths.

7. It was good sport while it lasted, and we were heartily sorry to go home.

8. Her name seemed prophetic, and she once told me that she had always considered it so.

9. I am sorry to see you so ill, and when I return I want to find that you are quite well.

10. I was touched by this artless compliment, and I was anxious to know how I had won it.

E. 1. The little poodle was given a good bath, but he proceeded to roll over in the mud as soon as he went outdoors.

2. I watched their faces to see if anything had been happening, but I couldn't tell.

3. When I got downstairs in the morning the parlor was shut up, and the watchers were gone.

4. It was agreed that we have venison for supper, and the girls undertook the task of preparing it.

5. As we expected our landlord the next day, my wife made the venison pasty, and Moses read a story.

6. The squire cried, "Get ready!" and the rest of us prepared for the sport.

7. If the governor invites the enemy there, he is guilty of a great sin; and such is always the case with those who embrace error.

8. She thought that the train had 84 cars, but I still think it had 81.

9. The hunter came close on the heels of the hounds, but the horse fell exhausted as he crossed the glen.

10. Bringing water from the town pump had always been hateful work in Tom's eyes before, but now it struck him that it was not half bad.

XI. KINDS OF VERBALS

A *verbal*, you remember, is made out of a verb, but is not a verb because it does not act as a *chief asserting word* in the sentence. No verbal without a real verb as helper, or *auxiliary*, must ever be analyzed as the verb of a clause. That is the most

important, the truly essential point about verbals. As always, the test is use in the sentence. In "a dog hit by an auto," *hit* is not a chief asserting word but a verbal modifying *dog*. In "The auto hit a dog," *hit* is a verb, although it is spelled and pronounced the same. Section IV (p. 259) of this Appendix will tell you, if you don't know, what is necessary to make the first *hit* a verb.

Since verbals do not serve as verbs in clauses, what do they do? Some of them act as adjective and adverbial modifiers. In the sentences on the following pages, trace each *verbal* and *verbal phrase* (verbal of more than one word) to what it modifies, and label it *adjective* or *adverbial*.

A. 1. This house is *to be sold* at auction.

Verbals built with *to* are named **infinitives**; the *to* is not called a preposition, but the whole phrase is analyzed together.

2. This horse is likely to run away.

3. I never would cry, "Old lamps to sell!"

4. Moses Primrose was to be praised for his honest faithfulness.

5. Father followed me to the door to repeat his caution.

6. A blind man leading a mangy poodle passed the house.

Verbals without *to*, which act as adjective or adverbial modifiers, are called **participles**.

7. Seeing our difficulty, Mr. Jones came to the rescue.

8. A difficulty fairly met is a difficulty half conquered.

Is *conquered* part of the real verb here, or a verbal? You have noted that verbals can be modified by adverbs; can they have objects and predicate nouns or adjectives also? Watch and see.

9. John came running with his face pale and his lips almost white.

Does *running* modify *came* or *John*? What does the prepositional phrase modify?

10. Having finished our breakfast, we set out.

What is the verbal? Look twice before you write it down. See Section II (p. 256) of this Appendix for some comical examples of mixups with verbals and elliptical clauses.

Verbals act as *nouns* or *substantives* also, as in the sentences "We decided to go" and "He ought to surrender." Here we have the infinitive again. Verbals ending in *ing* which act as *nouns* or *substantives* are called **gerunds**. What is the word ending in the sentence just preceding this one — a *participle* or a *gerund*?

Label all *infinitives* and *gerunds* in these sentences, and tell what noun or substantive use each has:

- B. 1. To forgive is divine.
2. He ought to have been more careful.

Just what is the verbal in sentence 2?

3. I objected to his running such risks.

Is *to* a part of the verbal or a preposition in sentence 3?

Note (1) that a gerund may be object of a preposition and (2) that it may be modified by a possessive or an adverb. Can it have an object or predicate nominative? Look at these sentences and see.

4. He denied ever having been in the barn.
5. We felt sorry for having caused so much trouble.
6. Jerry threatened to move and spoil the picture.

In sentence 6 is *spoil* a verb, or another verbal with *to* understood?

7. Nothing would work except pushing the auto home.
8. Having spilled the milk did not worry Helen a bit.
9. Father objected to my working so late, but I wanted to get that problem.
10. Seeing is believing.

Now, see whether you can find all the verbals in these sentences, mark each *infinitive*, *gerund*, or *participle*, and tell the correct *substantive* or *modifying* use of each:

- C. 1. I saw a big circus parade coming down the street.
2. Harry wanted to come and visit us.
3. Feeling rather dizzy, Dick grabbed my arm for support.
4. Nothing is to be gained by such foolishness.
5. His having been seen in the neighborhood was considered suspicious.

6. Mother asked me to go and take her place.

In this sentence *me* and the whole verbal phrase together make the object of *asked*; it is probably most convenient to call the infinitives *to go* and *take* modifiers or predicate modifiers of *me*.

7. Their favorite amusements were roistering and shouting.

8. Dick was scolded for being so slow and dropping the butter on the floor.

9. The president is to be elected by secret ballot.

10. Running out into the street, Jane begged the coachman to stop beating the poor horse.

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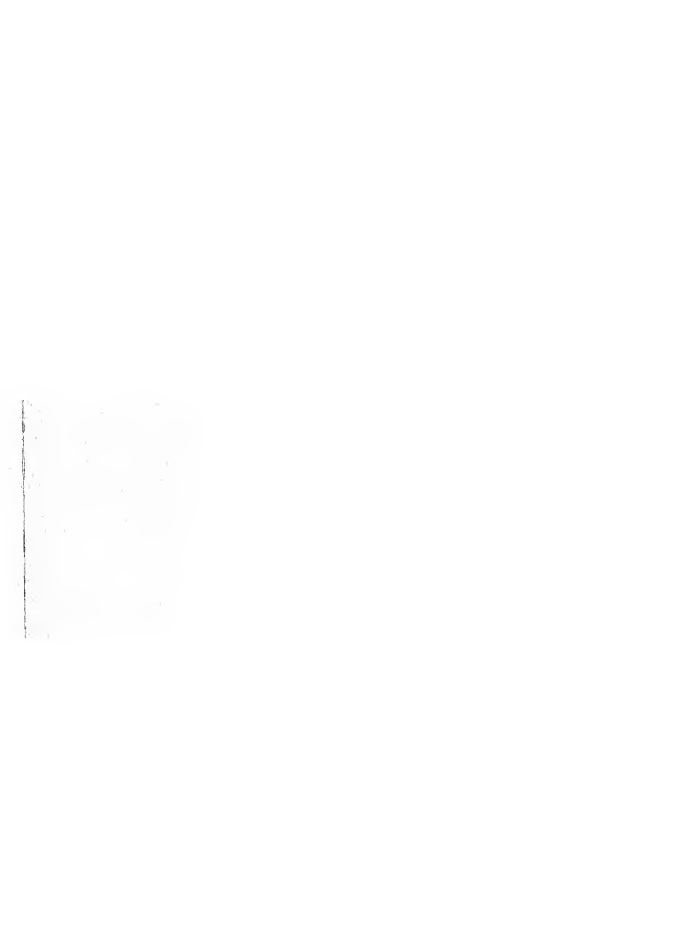
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